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ABSTRACT

This curriculum guide is designed for use by consumer home economics teachers as a resource in planning and teaching the year-long course in interior design and housing for students in grades 9-12. Introductory materials include general planning information (course overview and description) and information on using the competency listing, competency/test-item bank, and references and resources. A list of the competency statements and a content outline are also provided. These 10 units of instruction are given: planning for the interior of the home; design in the home; furnishing the interior; maintaining a home environment; careers in interior design; geographic and societal influences on family housing; selecting a place to live; comfort, conservation, and safety; exterior construction; and careers in housing. A unit consists of from one to seven competencies. These components are provided for each competency: instructional objectives and a content outline that is correlated with learning/teaching activities and references/resources. A competency/test-item bank consists of the competency listing with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. The references and resources section specifies details on resources identified in the units of instruction. (YLB)

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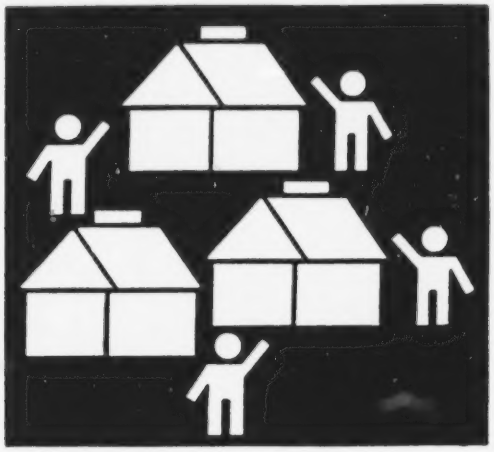
# CURRICULUM GUIDE

for

# Interior Design and Housing



Home Economics Education, Division of Vocational Education
North Carolina Department of Public Instruction

NORTH CAROLINA
INTERIOR DESIGN AND HOUSING CURRICULUM GUIDE
NORTH CAROLINA STATE BOARD OF EDUCATION
1988

Issued By
Home Economics Education
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VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
CURRICULUM GUIDE
VEC-HEE-CG-7055

VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
COMPETENCY TEST-ITEM BANK
VEC-HEE-C/TIB-7055

Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

# FOREWORD

Housing, good or poor, has a deep and lasting effect on all of us. Winston Churchill once said, "We shape our buildings, and then they shape us." This is especially true of the buildings in which we live. First, we find a shelter to satisfy ourselves. This shelter, in turn, affects the way we feel and act. Housing, as we will use the word, means the dwelling itself and all that is within it and near it. This includes the furnishings, the neighborhood, and even the community.

Through the effort and study of many people this guide was developed to be used by Consumer Home Economics teachers as a resource in planning and teaching the year-long course in Interior Design and Housing for students in grades 9-12. Teachers are urged to use their creativity in adapting and expanding the suggestions in this guide.

Technical assistance in implementing this program is available from the Home Economics Education State Staff.

ACKNOWLEDGEMENTS

Many people have contributed to the development of this Curriculum Guide and the Home Economics Education Consultant Staff wish to express their appreciation to all of those individuals involved in the project.

We express appreciation to all Home Economics Education teachers who shared information and ideas for the competencies, learning experiences, and resources.

We are especially grateful to Annette Watson, Special Project Director, Region III for serving as Consultant for two curriculum workshops and her leadership effort throughout the developing of the Curriculum Guide. Appreciation is extended to the following teachers who served on the Curriculum Committee responsible for developing learning experiences and test items.

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# USING THE CURRICULUM PACKAGE

Information included in this publication is presented in six sections. They are:

Section 1: General Planning Information
Section 2: Competency Listing
Section 3: Curriculum Guide
Section 4: Competency/Test-Item Bank (C/TIB)
Section 5: References and Resources
Section 6: Publication Feedback

## SECTION 1: GENERAL PLANNING INFORMATION

Information is provided in this section for planning, implementing, and evaluating the Home Economics course, HE7055 - Interior Design and Housing, using a competency-based, individualized approach to teaching and learning.

### OVERVIEW OF THE COURSE

The Interior Design and Housing Curriculum Guide and Competency/Test-Item Bank were developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the high school level. The Interior Design and Housing course is a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1987. This is a year-long course that may be offered as two semester courses with semester 1 prerequisite to semester 2.

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COURSE DESCRIPTION

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HE7055 (S-1 or Y-1) Credit: ½ or 1 Grades: 9-12 Enr.: 12-20

INTERIOR DESIGN AND HOUSING

Semester 1: INTERIOR DESIGN. Prepares individuals to furnish, decorate, and manage living space economically. Students learn to evaluate interiors in terms of comfort, convenience, and beauty. They construct or renovate selected textile home furnishings items. Home management and interior design career opportunities are explored.
Prerequisite: None

Semester 2: HOUSING. Students examine housing alternatives adaptable to today's individual and family lifestyles. They investigate historical and geographic differences in housing needs, study technological advances, and discover job opportunities in the area of housing. Emphasis is placed on securing and maintaining suitable housing with regard to one's own financial and legal resources. Career opportunities in the housing field are explored.
Prerequisite: Interior Design and Housing, Semester 1

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INTRODUCTION TO COMPETENCY-BASED, INDIVIDUALIZED PROGRAMS

The most widely accepted DEFINITION OF COMPETENCY-BASED EDUCATION was suggested by Stanly Alam, who describes the essential elements of competency-based education as follows:

1. Competencies (knowledge, skills, behaviors [attitudes]) to be demonstrated by the student are stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expecting levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses student's performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competence rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

OTHER CHARACTERISTICS FOUND IN COMPETENCY-BASED PROGRAMS ARE:

1. Instruction is individualized and personalized.

2. Learning experiences of the individual are guided by feedback (evaluation).

3. The program as a whole is systemic.

4. The emphasis is on exit, not entrance, requirements.

5. Instruction is modularized (i.e., arranged in a logical sequence of steps to be learned).

6. The student is held accountable for performance, completing the program when, and only when, he/she demonstrates the competencies that have been identified.

Based on the preceding characteristics, the following terms and working definitions are generally accepted for use in North Carolina.

Competency-Based Education (CBE) - A system for planning and implementing classroom activities which will help each student develop certain specified competencies.

Mastery Learning - Term used to indicate an approach to learning in which students are expected to "master" (i.e., become proficient with; become competent in) the knowledge and skills specified as course outcomes.

Individualized Instruction - A system for managing the learning process and environment in such a way that the individual differences of students are accommodated while they are working to achieve program goals, competencies, and objectives.

Competency Testing - The testing of students to determine if they have developed those competencies specified for a program (i.e., they are learning what they are supposed to learn).

Criterion-Referenced Competency Testing - The testing of each student using tests referenced to specific objectives for competency mastery. Using criterion-referenced tests (CRTs) results in a comparison of the student's performance with the specific standard(s) rather than the performance of other students.

Accountability - Simply, the "ability to account for" and usually implies that quantitative evidence is available as documentation or proof.

Instructional Accountability - A process which involves assessing (measuring) student progress and achievement and being able to document to what extent students have learned what they are supposed to learn (i.e., being able to show that students have mastered the competencies).

## SECTION 2: COMPETENCY LISTING

The Competencies and Instructional Objectives for the course are included in this listing. COMPETENCIES are sequenced according to the teacher-writers' recommendations as to the best teaching sequence for first semester and then for a second semester of the course. INSTRUCTIONAL OBJECTIVES are grouped and sequenced for each competency. Some teachers may prefer to teach units, competencies, and/or instructional objectives in a different order than shown during a given semester.

The COMPETENCY STATEMENTS provide the foundation upon which the objectives, content outline, teaching/learning activities, resources, and bank of test items are based. The verb in each competency statement and instructional objective gives the key to the domain and level of behavior identified and the kind of teaching, learning, and testing which should be done. In other words, these competency statements "spell out" for students, parents, and others the knowledge and skills that completers of the course can be expected to possess.

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EXCERPT FROM COMPETENCY LISTING

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Competency 001: The learner will analyze changes in society which influence interior design.

Instructional Objectives:

1.1 Explain how changing lifestyles have influenced the design of home interiors.

1.2 Explain how inflation/depression affects choices in home furnishings.

1.3 Examine the influence of the political climate on home furnishings choices.

---

Teachers are encouraged to use the Competency Listing to develop a yearly or UNIT PLAN OF WORK for the course. The Competency Listing may be reproduced and given to the students at the beginning of the course so that they will know what is expected of them during the course. This could serve as an introduction to the course, a unit within the course, and/or a review for a unit test. It is also suggested that teachers examine the competencies in terms of specific FHA/HERO proficiency events and activities and then plan to incorporate them appropriately in various units throughout the course.

## SECTION 3: CURRICULUM GUIDE

The CURRICULUM GUIDE was developed to be used as a resource in planning and teaching this course according to the COURSE DESCRIPTION specified in the Vocational Education Program of Studies, Revised 1987 and the curriculum information included in the North Carolina Competency-Based Teacher Handbook for Home Economics Education. The guide is organized in units of instruction for a first semester course and a second semester course. For each unit, the following is included in the format shown below. The CONTENT OUTLINE is divided by identified competencies, objectives suggested LEARNING/TEACHING ACTIVITIES, and RESOURCES to use in developing and teaching the course. Teachers may use the suggested learning experiences found within the content outline or they may develop their own activities for students. The student-centered TEACHING/LEARNING activities are designed to help students develop the type and level of cognitive, affective, and psychomotor knowledge and skills specified in the Competencies and Instructional Objectives. Whenever possible, teacher should plan and conduct classroom activities which require students to use and develop higher order thinking skills (application, analysis, problem solving, synthesis, and evaluation). Likewise, the teacher should consider the inclusion

of appropriate FHA/HERO Proficiency Events during units when these events are related to the specific objectives or the planned sequence of competencies for the course.

EXCERPT FROM CURRICULUM GUIDE

Course Name: Interior Design and Housing
Semester 1

Unit Title: Planning for the Interior of the Home

Competency 001: The learner will analyze changes in society which influence interior design.

Instructional Objectives:

1.1 Explain how changing lifestyles have influenced the design of home interiors.
1.2 Explain how inflation/depression affects choices in home furnishings.
1.3 Examine the influence of the political climate on home furnishings choices.

| Content Outline | Learning/Teaching Activities | References/ Resources |
|---|---|---|
| Social Changes That Influence:<br><br>Changing Life-styles<br><br>Variation of Family<br><br>a) increase single person family unit<br>b) increase single parent units | 1. Collect and show pictures of housing interiors which have been popular at various times in history.<br><br>2. Discuss the type of housing might best meet the needs of the following families:<br><br>a) Single person family unit<br>b) Family with both parents... | Booklets<br><br>B.2, pp. 4-7<br><br>Filmstrips<br><br>E.1<br><br>Textbooks<br><br>J.3, pp. 21-25 |

## SECTION 4: COMPETENCY/TEST-ITEM BANK (C/TIB)

The C/TIB consists of the COMPETENCY LISTING, with a table of specifications for a course test, at least three test items for each objective, and a key for the

test items. Test items in the C/TIB were developed by teachers in curriculum workshops and through contracts, or selected and adapted from other curriculum materials. Each item is considered to have "content validity" for the competency and/or objective to which it is coded. Validation projects are now underway to establish "reliability" of test items in the bank. These test items, along with others developed by the teacher, may be used in constructing pre, interim, and post tests to measure student achievement of curriculum competencies. Teachers may use the test items to construct their own pretests or posttests or use them for developing unit tests or tests for the end of grading periods. These test items are intended for use in evaluating and documenting student performance in mastering the competencies.

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SAMPLE TEST-ITEM NO. 001-00-01

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Numerous changes in society influence interior design and housing. Which of the following has had the greatest influence?

__a. Women working outside the home
__b. Decrease in employed help in the home
__c. Decrease in family size
__d. Increase in number of older people

Answer Key: a.

---

To make them easier to find and use, the test items in the C/TIB are coded to the competencies and objectives by a TEST-ITEM CODE NUMBER such as "001-00-01" in the sample test item above. An interpretation of the code is shown in the box which follows:

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INTERPRETATION OF TEST-ITEM CODE NUMBER

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001-00-01

Refers to "Competency 1"

Refers to any Instructional Objective in 001

Completes the Unique Number for this test item

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A test item coded 006-02-03 would be the third test item for Competency 6 and Instructional Objective 6.2. To build a test for a grading period that "covered" competencies 1-6, a teacher would select from those test items numbered 001-00-01 through 006-00-05. The teacher also would prepare a TEST BLUEPRINT in order to balance the test. This would assure the INSTRUCTIONAL VALIDITY OF THE TEST. A test has "instructional validity" when the items on the test match the content as it was covered in class. Keep in mind that student grades and reports should be based on instructionally-valid tests.

KEYS for the test items are included as a separate section at the end of the Competency/Test-Item section. To FIND THE ANSWER KEY FOR A TEST-ITEM, simply locate its code number. Using the results of testing throughout the course, the teacher may wish to prepare a Certificate of Competency Mastery or Student Competency Record for each student. A record of the competencies acquired during the program can give the student and the parents specific information about what was learned by the student in the program. Teachers are encouraged to reproduce and use this record as a part of their student grading and reporting system and/or customize it for use in their own situations.

## SECTION 5: REFERENCES AND RESOURCES

State-Adopted Textbooks and References - Included in the North Carolina Textbook Adoption are the following state-adopted textbooks for this course:

| | |
|---|---|
| HOMES WITH CHARACTER | Bennett and McKnight/Glencoe Publishing |
| HOUSING DECISIONS | Goodheart-Willcox Company |

In addition to the state-adopted tests, other resources are identified in the Curriculum Guide. Details on each resource are specified in the References and Resources section which is arranged in the categories shown below. The resources are identified by category (A-J), number (1, 2, etc.), and page number (p. 264) in the third column of each page in the Curriculum Guide section of this publication (see the "Excerpt from Curriculum Guide" for an example).

| | | | |
|---|---|---|---|
| A. | Audiovisuals | F. | Pamphlets |
| B. | Booklets | G. | Periodicals |
| C. | Books | H. | Special Instructional Kits |
| D. | Computer Programs | I. | Student Activity Guides |
| E. | Curriculum Guides | J. | Teacher Resource Guides |

Resources available to teachers and students are not limited to those listed; teachers are encouraged to look for others as well as to develop their own.

**********

## F E E D B A C K

As this curriculum package is used, you are also encouraged to provide feedback to the State Home Economics Education Staff. When content needs updating; when new resources become available; when test items are developed locally and could be shared, please let the state office know. Suggestions from you and others will be vital to the improvement of later curriculum materials and providing staff development and technical assistance toward improving this course/program.

Send Your Suggestions To:

Chief Consultant, Home Economics Education
Division of Vocational Education
North Carolina Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

**********

## COMPETENCY STATEMENTS

A. Planning for the Interior of the Home

001. Analyze changes in society which influence interior design.

002. Analyze changes in technology which have influenced interior design.

B. Design in the Home

003. Applying the basic elements and principles of design to decorating the living space.

004. Applying the basic design principles to the use of color.

005. Demonstrate how to select and use floor coverings effectively.

006. Demonstrate how to select and use window treatments.

007. Demonstrate how to select and use wall treatments effectively.

C. Furnishing the Interior

008. Examine available choices for securing home furnishings to meet individual/family needs.

009. Analyze the design features, construction techniques, and materials used in different types of furniture.

010. Describe how to coordinate furniture for function and beauty.

011. Evaluate household textiles from the standpoint of function and decorative use.

012. Analyze the selection of household equipment in terms of individual/family needs and resources available.

013. Analyze accessory choices from the standpoint of functional and aesthetic value.

014. Demonstrate how to improvise, construct, or renovate selected items of home furnishings to extend resources.

D. Maintaining a Home Environment

015. Demonstrate measures to promote home safety.

016. Interpret benefits derived through provisions of safe and attractive environment in homes and community.

017. Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

018. Describe the care of the selected home furnishings and accessories.

019. Describe basic principles for the selection and organization and storage needed for individual/family possessions.

E. Careers in Interior Design

020. Explore career opportunities related to interior design.

037. Explore career opportunities related to providing and maintaining housing.

F. Geographic and Societal Influences on Family Housing

021. Analyze geographic and cultural differences in family housing.

022. Analyze the affects of the growth of cities on housing and living conditions.

023. Interpret the influence that government decisions have on private homes, subsidized housing, and housing for the aging.

G. Selecting a Place to Live

024. Interpret factors which influence decisions on housing to meet individual and family needs.

025. Evaluate suitability of housing alternatives in terms of individual/family needs.

026. Evaluate interior of housing in terms of comfort, convenience, and aesthetic value.

027. Describe how outdoor areas such as balconies, patios, and terraces can extend living space.

028. Interpret legal and financial aspects of renting a home.

029. Interpret the financial and legal aspects of suitable housing.

030. Describe community resources that aid in making housing decisions.

H. Comfort, Conservation, and Safety

031. Interpret basic electric service requirements for the average home.

032. Define minimum plumbing needs for a house.

033. Compare major heating fuels in terms of efficiency, cleanliness, and costs.

034. Describe techniques for conserving energy and other scarce resources.

035. Perform simple home maintenance repairs.

I. Exterior Construction

036. Evaluate housing exterior from the standpoint of style, construction techniques, and materials.

J. Careers in Housing

037. Explore career opportunities related to providing and maintaining housing.

INTERIOR DESIGN AND HOUSING
Semester 1

I. Planning for the Interior of the Home

A. Societal Changes That Influences
   1. changing lifestyles
   2. variation of family
   3. increase in 2-jobs middle-income households
   4. increase of leisure time
   5. inflation/depression
   6. political influences
B. Technological Influences on Interior Design
   1. development of computers for use in the home
   2. manmade materials
   3. security and safety devices

II. Design in the Home

A. The Basics of Design
B. The Elements of Design
C. The Principles of Design

III. The Magic of Color

A. The Use of Color in Design
   1. classification of color
   2. special uses of color
B. Factors Influencing Color Choices
   1. personal preference
   2. color in relation to setting
   3. other factors in color selection
C. Applying Design Principles to the Use of Color

IV. Interior Backgrounds

A. Floors
B. Windows and Window Treatments
C. Wall Treatments

V. Furnishing the Interior

A. Securing Home Furnishings
   1. sources of home furnishings
   2. shopping guidelines
B. Furniture Design and Construction
C. Furniture Selection and Coordination
D. Selecting Household Textiles
E. Selecting Household Equipment
F. Choosing Accessories for the Home
G. Money-Saving Techniques for Decorating

VI. Maintaining a Home Environment

A. Providing a Safe and Attractive Environment
B. Home Care and Maintenance
C. Caring for Selected Home Furnishings and Accessories
D. Organizing and Managing Storage

VII. Careers in Interior Design

INTERIOR DESIGN AND HOUSING
Semester 2

I. Geographic and Societal Influences on Family Housing

- A. Influence of Geographic and Cultural Differences on Housing
- B. Effects of City Growth on Housing and Living Conditions
- C. Effects of Government Decisions on Housing

II. Selecting a Place to Live

- A. Factors Influencing Housing Choices
  1. individual and housing choices
  2. limiting factors
- B. Selecting Suitable Housing
  1. evaluating housing choices
  2. housing alternatives
- C. Interior Construction Features
  1. features that enhance comfort, convenience, and aesthetic value
  2. features to meet the needs of the handicapped and the elderly
  3. influence of technological advances on interior construction
- D. Extending Living Space With Outdoor Areas

III. Financial and Legal Aspects of Housing

- A. Financial and Legal Aspects of Renting a Place to Live
- B. Financial Information for Potential Home Buyers
- C. Community Resources for Potential Home Buyers

IV. Comfort, Conservation, and Safety

- A. Wiring and Electrical Needs
- B. Plumbing Requirements
- C. Heating and Cooling Systems
- D. Conservation Techniques

V. General Home Repairs

- A. Rules for Safety
- B. Basic Tool Requirements
- C. Repairing Wood Work
- D. Repairing Plumbing

VI. Exterior Construction

- A. Styles of Houses
- B. Materials Used for Exterior Construction
- C. Methods of Home Construction

VII. Careers in Housing

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Planning for the Interior of the Home

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COMPETENCY: 001. Analyze changes in society which influence interior design.

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INSTRUCTIONAL OBJECTIVES:

1.1 Explain how changing lifestyles have influenced the design of home interiors.

1.2 Explain how inflation/depression affects choices in home furnishings.

1.3 Examine the influence of the political climate on home furnishing choices.

---

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Social Changes That Influence:<br><br>Changing Lifestyles<br><br>Variation of Family<br><br>a) increase single person family unit<br>b) increase single parent units<br>c) increase dual-ownership<br><br>Increase in 2-Jobs Middle-Income Households<br><br>Increase of Leisure Time<br><br>Increase Mobility of Family Unit<br><br>Inflation/Depression Effects on Society<br><br>a) back to traditional furniture styles<br>b) collecting antiques and art as an alternative to stocks and bonds<br><br>Political Influences<br><br>a) reopening trade relations with China<br>b) civil rights legislation (more cultural influence on African art and sculpture) | 1. Collect and show pictures of housing interiors which have been popular at various times in history.<br><br>2. Discuss the type of housing that might best meet the needs of the following families:<br><br>a) Single person family unit<br>b) Family with both parents working<br>c) Family with one parent working<br>d) Family with no one working<br><br>Explain the reasons for your choice.<br><br>3. Discuss how increase in leisure time has influenced the building of apartment complexes with recreational facilities.<br><br>4. a) List the stages of life cycle. Give the students a case study.<br>b) Identify the changing needs of the person(s) and identify housing need changes.<br>c) Give students a case study to analyze Determine what furnishings can be produced to accommodate changes that need to be made.<br><br>5. Work individually or in small groups to prepare a poster illustrating housing. Use magazines and newspapers as resources for pictures or draw your own pictures. Present your poster to the class, explaining the various housing influences shown in each picture. Which houses show more than one influence? Which influence was the most prevalent in the class posters?<br><br>6. Analyze your home or a home in your community to identify factors which have influenced housing. Ask family members and persons in the community for their opinions. Share your findings with class. Which factors have had the most significant influence on housing in your community? Which factors has had a lesser influence?<br><br>7. Draw a map of your neighborhood; include shopping areas, schools, churches, recreational facilities, etc. Indicate factors outside the family which have influenced the location and space for such facilities and for the housing in your neighborhood.<br><br>8. Interview someone who has lived in your neighborhood or community for a long time. Ask the person what changes have taken place in the types of housing available. What factors outside the family influenced housing changes? Share your findings with class. | Booklets<br><br>B.2, pp. 4-7<br><br>Filmstrips<br><br>E.1<br><br>Textbooks<br><br>J.3 pp. 21-25, 280-301<br>J.5 pp. 33-55, 82 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Planning for the Interior of the Home

COMPETENCY: 002. Analyze changes in technology which have influenced interior design.

INSTRUCTIONAL OBJECTIVES:

2.1 Describe how changes in interior design have resulted from technological influence.

2.2 Describe how changes in security and safety devices have resulted from technological influence.

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Development of Computers for Use in the Home.<br><br>Movement From Natural Elements in Casement Furnishings to the Manmade.<br><br>i.e.: chrome<br>steel<br>plastic | 1. Explain how computers have influenced home furnishings and space requirements within a home.<br><br>2. Discuss how chrome, steel, and plastics are used in todays' casement furnishings to save time, energy, and money.<br><br>3. Collect a variety of magazine pictures illustrating how chrome, steel, and plastics are used within a home.<br><br>4. Read articles on home use of computers. Report to class.<br><br>5. Examine software to be used in the home computer.<br><br>6. Have students compile a booklet of furniture recently designed for the home computer. Use magazine pictures and catalogs.<br><br>7. Have students make a poster showing either the use of chrome, steel, or plastic PVC pipe for furnishings.<br><br>8. Use resource person from computer company.<br><br>9. Use library resources to research current trends in home computer use.<br><br>10. Invite a guest speaker to discuss home security.<br><br>Example: a) Police department<br>b) Security device salesman<br>c) Hardware store salesman | Filmstrips<br><br>E.25<br><br>Periodicals<br><br>H.1, pp. 12, 94-104<br>H.2, pp. 25-33<br><br>Textbooks<br><br>J.3, pp. 21-24, 28 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Design in the Home

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COMPETENCY: 003. Apply the basic elements and principles of design to decorating the living space.

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INSTRUCTIONAL OBJECTIVES:

3.1 Identify the principles of design.

3.2 Explain how the principles of design apply to color as well as line, area, and shape.

3.3 Demonstrate use of design elements and principles of design in the home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Basic Elements and Principles of Design:<br><br>Elements of Design:<br><br>Line<br>Form<br>Space<br>Color<br>Texture<br>Pattern<br><br>Principles of Design:<br><br>Balance<br>Rhythm<br>Proportion<br>Scale<br>Emphasis<br>Harmony | 1. Make a collection of colored pictures showing room interiors. Label each according to color harmonies and the element and principles of design.<br><br>2. Students use magazines, etc. to find and label examples of:<br><br>Elements of design:<br><br>Line<br>Horizontal<br>Vertical<br>Diagonal<br>Curved<br>Zigzag<br><br>Form<br><br>Space<br><br>Color<br>Monochromatic<br>Analogous<br>Triad<br>Complementary<br>Split-Complementary<br>Neutral<br>Accented Neutral<br>Double Complementary<br>Warm<br>Cool<br><br>Texture<br>Degrees of smooth to rough<br><br>Pattern<br>Solid<br>Plaid<br>Even<br>Uneven<br>Floral<br>Geometric<br><br>Principles of design:<br><br>Balance<br>Symmetrical<br>Assymetrical<br><br>Rhythm<br>Repetition<br>Gradation<br>Opposition<br>Transition<br>Alternation | Computer Programs<br><br>C.2<br><br>Filmstrips<br><br>E.11<br>E.16<br>E.17<br>E.18<br><br>Instructional Kits<br><br>F.2<br><br>Slides<br><br>I.2<br><br>Textbooks<br><br>J.3, pp. 1, 21, 31, 33<br>J.4, pp. 196-227<br>J.5, Chapter 7<br><br>Workbooks<br><br>L.3 |

Proportion

Scale
- Small
- Medium
- Large

Emphasis
- Good
- Poor

Harmony
- Good
- Poor

3. Use audiovisuals that illustrate the effective use of the principles of design.

4. Define the term design. How does design relate to housing? (NOTE TO TEACHER: Design is the arrangement of various components to create an artistic unit or the process of selecting and organizing forms and materials to suit a purpose.) Cite ways people express themselves through design. How are homes, automobiles, and clothing examples of ways people express themselves through design? Explain. Discuss ways in which well-known public or television figures express themselves through design. Complete the same exercise using people in your community as examples.

5. Illustrate the ways lines are used in a room to create various feelings. Draw vertical, horizontal, curved, and zigzag lines in a flip chart or the chalkboard. Identify feelings suggested by each. Examples: calmness, dignity, excitement, confusion, feminity, masculinity, action, repose, and movement. Describe ways in which lines suggesting these feelings are used in home furnishings and housing. How do you react to line direction or motion? Do all people react the same way? Explain.

6. Construct a bulletin board from magazine pictures of rooms to emphasize that lines are a basic element of design. Use yarn to illustrate the basic lines of design in each picture. Which type of line predominates in the home economics classroom? What feelings are suggested by the room?

7. Illustrate how texture adds variety and interest to fabrics, coverings, and furnishings. Collect various texture materials of the same color. Include samples that look shiny, rough, smooth, dull, firm, light, and heavy. Discuss how the projections of a rough surface tend to case a shadow in certain light and make the color appear darker. Discuss how the same piece of furniture can look entirely different when upholstered in the same color in a damask, homespun, or chintz fabric. Are all textures compatible?

8. Divide into small groups to prepare a bulletin board, poster, or other display on the principles of design. Select one of the following to illustrate: rhythm, emphasis, informal balance, formal balance, proportion, or harmony. Present to the class in an interesting way using pictures, fannel board, accessories, furniture, etc. Use fabric, wallpaper and carpet samples, magazine illustrations, sketches, or other picture designs. Remember to consider the principles of design in arraning the items on the bulletin board or poster.

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOUPCES |
|---|---|---|
| | Follow up the presentation by discussing how individuals and families can express creativity through application of design principles. | |
| | 9. Design and stitch a nine patch quilt block to illustrate the elements of design. The quilt block can show line (horizontal, vertical, diagonal), pattern, texture, form (2- or 3- dimensions), and a color scheme. Students can use scraps from clothing classes or bring fabric from home to make the quilt block. Quilts can be hand quilted, machine quilted, tufted, or tied. To tuft or tie a quilt, pull yarn, embroidery floss, or thread through the lining, batting, and patchwork sidi at the corners of each patch. Knott and clip the ends of the yarn, embroidery floww, or thread on the patchwork side. (See illustration.) A single quilt block can be used as a pillow top, wall hanging, or decoration on a shirt. Some students may wish to make a whole quilt at home. Class quilt blocks could be put together to form a quilt to be sold as an FHA/HERO fund raiser. Present your quilt block to the class and explain each element of design as represented. | |
| | IC. Critique a room arrangement to show an understanding of good design. Select a room arrangement from a catalog or magazine which shows how the elements and principles of design have been used to create good design. List the factors that make the room arrangement a good design. Do others in the class agree that the room illustrates good design? | |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Design in the Home

COMPETENCY: 004. Applying the basic design principles to the use of color.

INSTRUCTIONAL OBJECTIVES:

4.1 Define the dimension of color.

4.2 Classify and identify color harmonies.

4.3 Identify factors that influence color choices.

4.4 Apply the principles of designs to the use of color.

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| The Magic of Color<br>The Use of Color in Design<br>Classifications of Color<br>Special Uses of Color<br>Factors Influencing Color Choices<br>Personal Preference<br>Color in Relation to Setting<br>Applying Design Principles to the Use of Color | 1. Plan a color scheme for a given room (teacher provides the description of the room). Make a collage showing sample of carpet, drapery, wood finishes, paint chips, and upholstery.<br>2. View filmstrips.<br>3. Obtain a prism and hold it to the sunlight. Note the colors in the rainbow made by the prism. Compare the prism colors to the colors in a color wheel. Have students make their own color wheels. Have students use map coloring pencils to make the color wheel. Have students identify the different color schemes and write definitions of each.<br>4. Brainstorm to list symbolisms. Examples: red-danger; green-envy; yellow-cowardice; blue-sad. Do any colors have a particular association for you? Explain. For instance, a person you admire wears blue often, so you like the color because of that person. Do any colors have unpleasant associations for you? Explain. | Filmstrips<br>E.4<br>E.5<br>E.11<br>E.17<br>E.19<br>E.26<br>E.27<br>Textbooks<br>J.3<br>J.4 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Design in the Home

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COMPETENCY: 005. Demonstrate how to select and use floor coverings effectively.

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INSTRUCTIONAL OBJECTIVES:

5.1 Describe and give examples of the main types of floor coverings.

5.2 Identify factors that determine suitability of floor covering.

5.3 Relate the suitability of a floor covering to the home interior situation.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Floors and Floor Coverings:<br><br>a) Main type of floor coverings<br>b) Factors affecting suitability of floor coverings | 1. Arrange a bulletin board display of different floor treatments. Include floorings that will be easy to clean and install, will reduce noise, last long, and not show soil easily. Label each illustration.<br><br>2. Invite the manager of a supplier of floor coverings to show different types to the class.<br><br>3. In a given room, select 3 alternate floor coverings all of which are appropriate. Have students pretend they are a decorator and are giving choices to a client.<br><br>4. View a filmstrip or read selected references to identify the types of floor coverings available. Describe various floor covering materials classified as soft or hard floor coverings. Examples: hard-brick, concrete, wood resilient flooring, and ceramic tiles; soft-area rugs and indoor-outdoor, shag, or looped carpet. What is prefinished parquet floor covering? What are some of the characteristics of various floor coverings? Examples: durability, resiliency, cost, care required, composition, colors, patterns, sanitation, etc. Discuss the advantages and disadvantages of various floor coverings.<br><br>5. Work in groups to determine factors influencing the selection of floor coverings. Examples: amount and distribution of traffic, exposure to dirt and moisture, availability of resources for upkeep, degree of individuality sought, character of the structure, degree of formality desired, room decor, energy saving needs, current trends, and the visual relation between foors, walls, ceiling, and room. Choose one type of floor covering and determine methods of judging the quality and how to measure the cost in relation to the upkeep required. Share your findings with the class. Use samples to help in your explanation. | Books<br><br>A.3<br><br>Filmstrips<br><br>E.3<br>E.27<br><br>Textbooks<br><br>J.2, Chapter 21, pp. 406-419.<br>J.3, pp. 453-454<br>J.4, Chapters 12-13<br>J.5, p. 313 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| | 6. Survey magazines, community housing, and floor covering stores to discover recent trends in floor coverings used in housing. Are hard or soft floor coverings being used to a greater extent? Which hard floor coverings are used most often? Which soft floor coverings? Which patterns of floor coverings are preferred? Predict reasons for the trends identified. Example: increased number of multi-role homemakers may have influenced the trend toward easy-care floor covernings. Discuss: Which floor covering trends emphasize functional characteristics? Aesthetic characteristics? How much emphasis should be placed on floor covering trends when selecting a product to meet the needs of a certain situation? | |
| | 7. Choose from sample books three floor coverings for a given situation. Explain how the color, texture, and pattern of each will affect other elements in the same room. Which covering would be easiest to care for according to its purpose? Which is the least expensive of your choices? Which is the most attractive to you? Taking these questions into consideration, determine which floor covering would be the best choice for the given situation. Give reasons for your choice. (NOTE TO TEACHER: Sample books of floor coverings can be obtained from your local decorating studio or floor covering specialty store.) | |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Design in the Home

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COMPETENCY: 006. Demonstrate how to select and use window treatments.

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INSTRUCTIONAL OBJECTIVES:

6.1 Identify the purposes, classification, types of mountings and parts of a window.

6.2 Relate the types of window shades, shutters and blinds and their suitable use as window treatments.

6.3 Identify basic window treatments, special over-treatments, and decorative features.

6.4 List the steps to follow in deciding upon a window treatment for a variety of windows.

6.5 Select fabric for specific drapery on curtain construction.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Types of Windows<br><br>Types of Treatments:<br><br>Standard<br>Special<br><br>Factors Affecting Choices of Treatments<br><br>Choosing Suitable Materials for Treatments | 1. Have the students compile a booklet of drawings or magazine illustrations of various types of window treatments.<br><br>2. Demonstrate how to measure windows. Have students simulate ordering window coverings from catalog companies.<br><br>3. Secure or have representative demonstrate various parts of window construction as well as different types.<br><br>4. Project - shoe box: Students demonstrate a particular type of window treatment for window model made from a shoe box.<br><br>5. Use sample books to point out fabrics suitable for curtains for specific windows. Examples: bedroom, kitchen, living room, east or west windows. Is a sheer drapery best suited for a bedroom or kitchen window? Which fabrics would be suitable for a living room or a bedroom window? Why? Why do window treatments for east windows require special consideration? Discuss factors that would affect the choices of fabrics suitable for window treatments. Examples: drapability, sheerness, ease of care, appearance, energy conservation features, and resistance to fading shrinking, or stretching.<br><br>6. Divide class into small groups. Discuss the advantages and disadvantages of fabrics used for window treatments. Consider and compare the following factors: cost, resilience, durability, colorfastness, soil resistance, aesthetic value, and light or heat consumption. Report to the class on the advantages and disadvantages of various fabrics. | Books<br><br>A.1<br>A.5<br><br>Filmstrips<br><br>E.3<br>E.27<br><br>Textbooks<br><br>J.3<br>J.4<br>J.5<br>J.6 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| | 7. Have students identify different types of window treatments. Discuss the functions of window treatments. Examples: privacy, light and head control, and aesthetics. What factors would be considered when purchasing or selecting curtains for a home or an apartment? Examples: reuse, durability, and the cost of custom-made, constructed at home, or purchased ready-made. Discuss economical types of window treatments. Examples: sheets and unbleached muslin. | |
| | 8. Design a window treatment for a specific window style. Sketch the design and select fabric samples suitable for the window treatment and style. Compile the steps taken to plan your design. Write the steps in general statements to use as a guideline for selecting all window treatments. Share this information with the class. (NOTE TO TEACHER: To make the activity more realistic students could design window treatments for a specific budgeted amount. Write the budget allowance for the window treatment on slips of paper. Ask students to draw for their assignment.) | |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Design in the Home

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COMPETENCY: 007. Demonstrate how to select and use wall treatments effectively.

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INSTRUCTIONAL OBJECTIVES:

7.1 Identify types of wall treatment used in the home.

7.2 Identify the considerations to be made before choosing a wall treatment.

7.3 Define terms related to painting and wall papering.

7.4 Compute the amount of wall covering needed for a given area.

7.5 Demonstrate correct procedures for applying wall coverings.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Types of Wall Treatments<br><br>Factors Affecting Choice of Wall Covering<br><br>Computing Wallpaper Requirements<br><br>Procedures for Applying Wall Coverings | 1. Take a field trip to a local wallpaper shop and view a demonstration on paper application.<br><br>2. Visit a local paint shop and have the owner demonstrate the correct method of wall preparation for paint and the correct way of applying paint to that wall. (Different types of paint should be discussed.)<br><br>3. Illustrate the importance of floors, walls, and ceilings in interior design. Divide into small groups to describe how floors, walls, and ceilings influence your everyday life. How do these background elements set the mood for the room? Translate your group's idea to the class through a skit.<br><br>4. Listen to a resource person present examples of various types of floor, wall, and ceiling coverings and finishes. Name the three basic types of floors. Give examples of each. What does resilient mean when referring to floor coverings? What determines the quality of rugs and carpets? Identify the current trends of floor, wall, and ceiling coverings being used in housing.<br><br>5. Explain the characteristics of various types of floors, walls, and ceilings. Work in small groups and select one of the following topics to report on: 1) FLOORS - asphalt tile, brick, carpeting, rugs, ceramic tile, concrete, cork tile, linoleum, rubber tile, stone, terazzo, vinyl-asbesto tile, vinyl sheets, wood, slate. 2) INTERIOR- are most commonly violated in the community or area where you are living? Discuss the legal and financial help which is available to a family who wishes to rent in a community. How do families find out about these services? Why should legal aspects of housing be a concern of consumers? | Filmstrips<br><br>E.17<br>E.18<br>E.27<br><br>Textbooks<br><br>J.3<br>J.4<br>J.6 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| | 6. Point out local resources that can assist families with housing. Select one of the following resources and explain how it may be involved in the acquisition of housing: welfare agencies, county relief offices, church offices and organizations, veterans' groups, Veterans Administration, Federal Housing Administration, builders and contractors, realtors, social or family service organizations, and other agencies or resources in your community. Specify in your report whether the selected agency assists in securing housing for renting or buying. If possible, interview someone representing the resource you are reporting on. In your interview include such questions as: How do they help families secure housing? Waht are their policies for providing housing assistance? What criteria is used in determining a family's qualifications to secure housing? Present your report to class. | |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 008. Examine available choices for securing home furnishings to meet individual/family needs.

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INSTRUCTIONAL OBJECTIVES:

8.1 Use the decision-making process when choosing furniture to meet individual and family needs.

8.2 Identify available means for securing home furnishings.

8.3 Select home furnishings to meet the needs of a specific individual or family.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Sources of Securing a Home Furnishings:<br>Friends/Relatives<br>Flea Market<br>Secondhand Store<br>Department Store<br>Furniture Store<br>Craftsmen<br>Direct Outlets<br><br>Shopping Guidelines:<br>Set your dollar limits<br>Shop sales February-August<br>Become familiar with brands<br>Comparison shop<br>cost<br>appearance<br>brand<br>construction<br>Check references<br>Better Business Bureau<br>Office-Consumer Affairs<br>Labor/Trade Association<br>Study labels and guarantees<br>Shop with measurments | 1. Using phone book, newspaper, and other advertisements, list types of stores or persons in your area from whom one may obtain home furnishings.<br>2. Examine labels, tags, and guarantees on different home furnishings.<br>3. Recycle a piece of furniture as a class or individual project.<br>4. Visit as a class the many places of obtaining home furnishings to compare prices and goods.<br>5. Discuss the advantages and disadvantages of purchasing new, used, and unfinished furniture.<br>6. Survey parents to determine how most of the items in their home were obtained.<br>7. Develop a shopper's guide for good furniture buys. | Booklets<br>B.2<br>Filmstrips<br>E.7<br>E.9<br>E.15<br>Textbooks<br>J.3, pp. 346-364<br>J.4, pp. 283-285 |

**COURSE:** Interior Design/Housing
Semester 1

**UNIT TITLE:** Furnishing the Interior

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**COMPETENCY:** 009. Analyze the design features, construction techniques and materials used in different types of furniture.

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**INSTRUCTIONAL OBJECTIVES:**

9.1 Classify furniture pieces according to period.

9.2 Describe the characteristics of and signs of quality in the various materials used for furniture.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Furniture Design and Construction:<br>Furniture Styles<br>Traditional<br>classic designs of the 18th century<br>Early/Provincial American<br>country and provincial styles<br>Comtemporary or Modern<br>reflects the needs and technologicies of today<br>Furniture Classification<br>Use<br>Materials<br>a) fabrics<br>natural<br>man-made<br>b) woods<br>hardwood<br>softwoods<br>c) embellishments<br>curved<br>covered<br>stained<br>upholstered<br>stamped<br>painted | 1. View filmstrip: Furniture: A Lesson in Form, Space, and Line. Discuss the function of furniture and the relationship of use and style.<br>2. View filmstrip: "Furniture Buyers' Guide".<br>3. View transparancies from visual masters accompanying textbook, Homes Today and Tomorrow.<br>4. Collect pictures of different furniture styles to pare visuals to aid students in identification.<br>5. Visit local furniture store or manufacturer.<br>6. Visit resource persons such as wood-working instructor to show qualities to look for in construction.<br>7. Collect pictures showing examples of embellishments.<br>8. Use Visual Masters on Furniture Styles from J. Weston Walch.<br>9. Examine furniture in the school or department to see differences.<br>10. Have students examine wood furniture in their homes to find out how many types of joints are used.<br>11. Use as a resource person one who refinishes and recovers furniture to give a demonstration to the class.<br>12. Discuss advantages of various upholstery fabrics. Use different samples for students to see and feel. | Booklets<br>B.2<br>Filmstrips<br>E.18<br>Textbooks<br>J.2, pp. 420-424<br>J.3, Chapter 13<br>J.4, pp. 265-279.<br>J.5, Chapter 9, 1984 Edition<br>Workbooks<br>L.3 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 010. Describe how to coordinate furniture for function and beauty.

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INSTRUCTIONAL OBJECTIVES:

10.1 Discuss guidelines for choosing home furnishings.

10.2 Identify factors to consider when arranging furniture.

10.3 Select and arrange furniture for different areas.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Furniture Selection:<br>Utilize furniture previously acquired<br>Select essentials<br>Plan for future purchases<br>Consider:<br>Needs<br>Income<br>Location<br>Form<br>Acquisition<br>Life style<br>Property<br>Traffic pattern<br>Color<br>Style<br>Arrangement | 1. Visit a department, discount or second-hand shop to compare quality, price, and merchandise available.<br>2. Analyze the decoration and furniture arrangement of your own room at home.<br>3. Visit a model home and evaluate use of color, accessories and furniture arrangement.<br>4. Practice furniture arrangement using templates, floor plans and graph paper.<br>5. Give picture of one old piece of furniture that must be used in one's decorating scheme. Students determine three ways to use it. Vote on best way. What was its appeal?<br>6. Clip and mount an advertisement that pictures and describes furniture. Determine helpful information, facts not included and questions you would ask the salesperson. Report to class.<br>7. Investigate a furniture sale as to validity.<br>8. View filmstrips on furniture selection.<br>9. Describe an old piece of furniture you have and decide how you can recycle it for additional use.<br>10. As a hands-on experience, use fabric samples, wallpaper, paint, carpeting, and plan a room that expresses beauty in form and function.<br>11. Write a case study for an individual or family situation. Include present furniture inventory and devise a plan for future purchases.<br>12. Enhance beauty or rooms through use of color, lighting and accessories. Collect five pictures each and show to class. | Books<br>A.4<br>A.5, Chapter 21, p. 424<br>A.6, Chapter 11, p. 252<br>A.7, Chapter 10, 11<br>Chapter 15, pp. 283-286, 297-306<br>A.8, Chapter 3, pp. 70-72<br>Chapter 9, pp. 213-214<br>Computer Programs<br>C.2<br>Filmstrips<br>E.9<br>Instructional Kits<br>F.3<br>Textbooks<br>J.2, Chapter 21, p. 424<br>J.3, Chapter 11, p. 252<br>J.4, Chapter 10, 11<br>Chapter 15, pp. 283-286<br>297-306<br>J.5, pp. 70-72, 213-214<br>Workbooks<br>L.2<br>L.3, Chapter 14, pp. 260-269 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 011. Evaluate household textiles from the standpoint of function and decorative use.

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INSTRUCTIONAL OBJECTIVES:

11.1 Develop guidelines for selecting household textitles that are functional and decorative.

11.2 Select lines that are appropriate in size, use, durability, and design.

11.3 Identify household textiles that are decorative as well as functional.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Yarns<br>Weaves<br>Finishes<br>Bed Linens<br>Sheets<br>Pillowcases<br>Blankets<br>Mattress pads<br>Spreads<br>Quilts<br>Bath Linens<br>Towels<br>Wash cloths<br>Bath mat<br>Shower curtain<br>Table Linens<br>Tablecloths<br>Place mats<br>Napkins<br>Kitchen Linens<br>Dish cloths<br>Dish towels<br>Potholders<br>Sponges<br>Curtains<br>Draperies<br>Upholstered Furniture<br>Carpets, Rugs | 1. Filmstrip: "Concepts In Focus: At Home With Textiles".<br>2. Have students study fabric samples from a swatch box (Gilliam Co.).<br>3. Students collect fabric samples and compile poster or booklet.<br>4. Test for fabric finishes--stain, water resistance, wrinkle resistance, etc.<br>5. Show filmstrip on natural and synthetic fibers used in home furnishings (example: "Interplay"). Collect examples of many fabric types used in home furnishings and show, pointing out uses and care.<br>6. Bring examples of linens to class and let groups determine use by fiber content, decoration, price, etc.<br>7. Prepare a department display of different drapery fabrics.<br>8. Discuss care of various textiles used in furniture coverings.<br>9. Discuss suitability of textiles to family lifestyles.<br>10. Have for display, pictures of or catalogs or magazines available so that students may be able to identify linens made of different fibers, fabrics; to see different qualities and to be able to identify appropriate use of each.<br>11. Have students go to linen department and compare prices, fiber content, and fabric finishes of bed sheets and pillow cases. | Filmstrips<br>E.3<br>Textbooks<br>J.4, pp. 341-352<br>Workbooks<br>L.3, pp. 198-204 |

COUPSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 012. Analyze the selection of household equipment in terms of individual/family needs and resources available.

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INSTRUCTIONAL OBJECTIVES:

12.1 Identify household equipment.

12.2 Evaluate the features of selected household equipment.

12.3 Use decision-making process when choosing equipment for the home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Appliance Selection Guidelines:<br><br>Contribution of Effective Performance<br><br>Safety Factors of Items<br><br>Energy Conservation<br><br>Requirements for Wiring, Plumbing, Delivery and Installment Cost<br><br>Requirements for Space | 1. Using the provided floor plan, choose the type of appliance you would specify for this house and list features you would specify for each. Add missing appliances to the plan.<br><br>Refrigerator<br>Range<br>Microwave oven<br>Conventional oven<br>Dishwasher<br>Freezer<br>Washer/Dryer<br>Compactor<br>Small appliance center sink<br><br>2. Select an appliance and tell the purpose/function of this appliance. Select three different designs of an appliance and tell how each function and select the one that best meet your needs.<br><br>3. Complete this sentence: "I need an appliance that...". (Students, you have probably designed an appliance of the future.)<br><br>4. List and discuss the major factors to consider before purchasing any major equipment or appliance. Be sure to include "warranty".<br><br>5. Visit a household appliance center at a local store. Ask the salesperson to point out specific features one should look for in shopping for a particular appliance. | Textbooks<br><br>J.3, Chapter 9<br>J.4, pp. 367-385<br>J.5, Chapter 9, pp. 231-248 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 013. Analyze accessory choices from the standpoint of functional and aesthetic value.

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INSTRUCTIONAL OBJECTIVES:

13.1 Identify various types of decoration for walls and surfaces.

13.2 Compare the suitability of different accessories in the home.

13.3 Choose wall and surface decoration in keeping with the character of the room and the preferences of occupants.

13.4 Select plants and arrange flowers to compliment the decorating scheme of a room.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Wall Decorations<br><br>Pictures<br>Plaques<br>Mirrors<br>Clocks<br>Shelves<br>Lamps<br>Sconces<br>Shadow boxes<br>Craft work<br>Plants<br><br>Surface Decorations<br><br>Bowls<br>Vases<br><br>Flower Arrangement<br><br>Use<br>Color<br>Texture<br>Movement<br><br>Accessories<br>Tools<br>Wire<br>Containers<br><br>Decorator Style Guidelines<br><br>a) Don't be eccentric in your design<br>b) Harmonize flowers with room and container<br>c) Keep in proportion to place of use<br>d) Balance the arrangement<br>e) Emphasize in either color or line | 1. Work in groups to compile a list of accessories appropriate for the seasons of the year.<br><br>2. Have students bring to class examples of their craftwork that may be used as a decorative accessory. Use these items in a department display.<br><br>3. Develop a file of illustrations of accessories to use in a variety of learning activities.<br><br>4. Have students plan and make an accessory as a project such as:<br><br>Pillow<br>Hand towels<br>Cross-stitch pictures<br>Punched tin<br>Stenciled fabric<br>Painting wood cut outs<br>Painting pictures, etc.<br><br>5. Make a collection of rooms which show pictures and wall decorations. Select those which will exhibit points such as: keeping with the character of the the room, creating a harmonious and unified whole, bear relationship to each other in meaning and/or subject matter, hung where they can be easily seen, lines at top and bottom are level and side lines even (for picture frames), etc.<br><br>6. Duplicate from Homes Today and Tomorrow (Student Guide) 2nd Ed. Activity 15-1 (pages 149-161) "Designing Decorative Wall Arrangements".<br><br>7. Use available materials--(fresh flowers, dried plants, silk flowers, etc.) to create an arrangement for the room. May be used as a contest to stimulate creativity and incorporate FHA activities. Some areas have fair contests--this could be preliminary event to determine entrants from each school.<br><br>8. Make a flower arrangement scrapbook. Arrange by season.<br><br>9. Display items needed in flower arranging. Demonstrate arranging flowers, pointing out some of the special techniques for obtaining various "looks". | Textbooks<br><br>J.2, pp. 424-427<br>J.3, pp. 366-397<br>J.4, pp. 323-337<br>J.5, pp. 230-231 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Furnishing the Interior

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COMPETENCY: 014. Demonstrate how to improvise, construct, or renovate selected items of home furnishings to extend resources.

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INSTRUCTIONAL OBJECTIVES:

14.1 Identify ways of improving furnishing using available resources.

14.2 Construct decorative accessories for the home.

14.3 Refurbish existing home furnishings.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Money-Saver Techniques for Decorating<br><br>Improvise Existing Furnishings<br><br>Construct Accessories with Materials Around the house<br><br>Renovate Walls and Furniture | 1. Read current magazines and bring in ideas for improvising or constructing home furnishings.<br><br>2. Design a home furnishing to be used in the bedroom or living room.<br><br>Example: Country art figurine<br>Quilted/Stenciled pillow<br>Basket<br>Needlework<br>Macrame hanger or hanging<br><br>Check with teachers for some guides.<br><br>3. Discuss how antiquing furniture can rejuvenate old furniture.<br><br>4. Determine ways to recycle furniture and the use of multi-purpose furniture.<br><br>Multi-purpose<br><br>wall table<br>Expanding dining table<br>Desk - table<br>Chest - table<br>Hideaway wall bed<br>Twin bed - sofa<br><br>5. Recycled furniture. Read classified ads for:<br><br>Used furniture<br>Yard sales<br>Garage sales<br>Floor model furniture sales<br>Estate auctions<br>KDs or marked downs<br>Family hand-me-downs<br>Damaged furniture from movers, railroad and storage companies<br>Family heirloom gifts of furniture<br>Antique pieces used for ned innovative purposes (Example:<br><br>old ice-box used as bar<br>horse harnesses used as utensil hanger<br>egg basket used for flowers and fruitk<br>oak dresser used in foyer<br>ice block pick used as plant hanger | Books<br><br>A.4<br>A.5<br><br>Filmstrips<br><br>E.7<br><br>Textbooks<br><br>J.3, pp. 356-357<br>J.4, pp. 283-287<br>J.5, p. 231 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

6. Construct do-it-yourself furniture. Use Sears catalog as reference to determine pieces of furniture that could serve multi-purposes or could be recycled.

7. Make a list of furniture needed for a one bedroom apartment.

8. Select the following:

   2 new pieces
   5 recycled pieces
   4 unfinished pieces

9. Discuss ways to obtain pieces, money saved and value derived from personal creativity. Comment on furniture available for rent. Demand for rental furniture greatly increased. Discuss reasons:

   Changing lifestyles
   Population mobility
   Selected pieces available
   Rental period 8-9 months
   Option to buy
   Established credit rating

10. Show filmstrip "Refinishing Furniture". Following show, have students refinish small pieces or finish unfinished pieces. Picture frames and plaques make manageable projects.

11. Cooperate with woodworking shop classes in making cornices. Let students pad and cover cornice for use in their home.

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Maintaining a Home Environment

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COMPETENCY: 015. Demonstrate measures to promote home safety.

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INSTRUCTIONAL OBJECTIVES:

15.1 Identify techniques for correction of safety hazards in and around the home.

15.2 Describe how to correct safety hazards in and around the home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Home Safety<br>Accidents<br>Prevention | 1. Discuss "accidents in the home - causes and preventions."<br>2. Invite a resource person from the fire department to discuss how to correct fire hazards in and around the home.<br>3. Assign small groups to identify safety precautions for preventing:<br>Fires<br>Falls<br>Electrical problems<br>Poisoning<br>Cuts<br>4. Make a safety check list for the home and distribute in community as a public service.<br>5. Discuss importance of having a planned fire drill. Organize a home fire drill. | Filmstrips<br>E.20<br>Textbooks<br>J.3, pp. 244-248, 364-365<br>J.4, pp. 189-192<br>J.5, pp. 18-20, Chapter 8 |

**COURSE:** Interior Design/Housing
Semester 1

**UNIT TITLE:** Maintaining a Home Enviornment

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**COMPETENCY:** 016. Interpret benefits derived through provisions of safe and attractive environment in homes and community.

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**INSTRUCTIONAL OBJECTIVES:**

16.1 Identify improvements that make a home safer.

16.2 Identify improvements that enhance the attractiveness of a home.

16.3 Explain the benefits that are derived from a safer, more attractive home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Providing a Safe and Attractive Environment<br><br>Home<br>Yard<br>Locks<br>Other<br><br>Community<br><br>Benefits<br><br>Pride<br>Value Increase<br>Other | 1. Listen to a sociologist. Discuss with with the class the relationship between a person's environment and self-esteem.<br><br>2. List home improvements that would make a home safer and more attractive such as:<br><br>Paving drive<br>Fencing yard (what type)<br>Foundation planting<br><br>3. Write essay on "How My Home and Yard Affects the Community."<br><br>4. Show slides that illustrate attractive exterior homes.<br><br>5. Invite a realtor to explain increased value of property that is kept in good condition.<br><br>6. Visit a school greenhouse or local plant store or nursery to stress the beauty of flowers, trees, grass, and plants.<br><br>7. Review safety regulations and precautions.<br><br>8. Ask class members to share personal experiences pertaining to home safety.<br><br>9. Talk about how to feel secure in your home.<br><br>Security from fire:<br><br>smoke detectors<br>fire extinguishers<br><br>Security from burglars:<br><br>peepholes in door<br>chain locks<br>outside lighting<br>secure locks on all doors and windows<br>electronic slot at gate<br>check-in gates<br>security guards<br>location and size of shrubbery<br>call system at doors<br>appliance timer<br>burglar alarm<br>grills for street level windows | Textbooks<br><br>J.3, Chapter 10, 11<br>J.4, Chapter 9, 10, 11<br>J.5, Chapter 1 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

10. Become aware of the classes of fires.

    Class A - ordinary combustible materials
    Class B - liquids, gases, grease
    Class C - faulty wiring

11. Security systems should be evaluated as a class project. Ask an insurance adjuster to visit for a show and tell session. Discuss pros and cons of security systems.

    A good investment:

    a remote location with no near neighbors
    many thefts in area
    away from home often
    valuable items

12. Explain how home environment and ecology are related.

13. Discuss land use problems in your area.

14. Approach the problem of urban sprawl and zoning laws.

15. Cooperate with horticulture class in rooting shrubs for students to take home and plant.

16. Have a Home Economics Extension agent speak to class on landscaping and show slides of before and after improvements.

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Maintaining a Home Environment

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COMPETENCY: 017. Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

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INSTRUCTIONAL OBJECTIVES:

17.1 Discuss the importance of home maintenance

17.2 Develop a schedule for maintaining a household efficiently.

17.3 Identify work simplification tasks that save time and energy when caring for a home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Home Care and Maintenance<br>Daily<br>Weekly<br>Monthly<br>Seasonal<br>Work Simplification<br>Identifying Techniques<br>Analyzing Ways of Simplifying Housekeeping Chores | 1. Share ideas of students' responsibilities at home. Include changes in role expectation of male and female in todays' society.<br>2. Make a list of daily duties, weekly and seasonal.<br>3. Make an inventory of cleaning supplies and equipment. Hand out basic check sheet.<br>4. Plan major cleaning tasks:<br>Maintaining floors<br>Shampooing or dry-cleaning carpet<br>Washing walls, ceilings and woodwork<br>Cleaning wallpaper<br>Cleaning blinds and shades<br>5. Plan seasonal maintenance<br>Spring checklist<br>Fall checklist<br>6. Hand out sheet of certain tools that are basic to a home repair kit.<br>7. Learn how to be prepared for occasional repairs and maintenance.<br>Leaking faucets<br>Toilet leaks<br>Retrieving valuables<br>Opening drains<br>Carpentry<br>Locating wall studs<br>Installing wall fasteners<br>Replacing fuses<br>Resetting circuit breakers<br>Resetting circuit load<br>Replacing wall switches and outlets<br>Locks and hinges<br>Furnace maintenance<br>8. Ask each student to bring a warranty for a small or large home appliance to class. Discuss. Report to class.<br>9. List advantages and disadvantages of paying for an extended maintenance insurance warranty. | Filmstrips<br>E.10<br>E.11<br>Textbooks<br>J.2, pp. 428-451<br>J.3, pp. 419-421<br>J.4, pp. 391-401<br>J.5, p. 120 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

10. Show "How to Make Simple Electrical Repairs" and "How to Make Simple Plumbing Repairs" from the filmstrip series "Practical Skills for the Home".

11. Study pathways of your activities:

    a) Study of pathways

        1) Clearing after a meal. Remove to kitchen the dishes from the last course at dinner. Show pathway on a floor plan. Try at least one revised method, showing new pathway in a different color on same floor plan.

        2) Putting away groceries. Put away a large order of groceries, showing pathway on a floor plan. Show a revised method with pathway in a different color or same floor plan. Describe all changes not visible from the pathway.

        3) Checking out or putting away laundry, showing pathway on a floor plan. Show a revised method with pathway in a different color or same floor plan. Describe all changes not visible from the pathway.

        4) Dressing in the morning. Chart your own pathway from the moment you arise until fully dressed. How much retracing did you do? Can you suggest improvements?

        5) Packing a suitcase. Pack a suitcase, showing pathway from the time you obtain the suitcase until it is closed, ready to take. Show a revised methos with pathway in a different color on same floor plan. Describe all changes not visible from pathway.

    b) Study of body motions

        1) Dust four identical chairs. Try different body positions and different uses of the hands on each. Consciously use the left hand. Draw a diagram to show method on each chair. (Four diagrams in all.)

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Maintaining a Home Enviornment

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COMPETENCY: 018. Describe the care of selected home furnishings and accessories.

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INSTRUCTIONAL OBJECTIVES:

18.1 Identify the proper equipment and cleaning products for special jobs such as floors, walls, and cabinets.

18.2 Demonstrate the care of selected home furnishings and accessories.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Selecting Cleaning Products According to:<br>Job<br>Effort Required<br>Time Required<br>Cost<br>Desired Result<br>Cleaning Product Types:<br>All-Purpose Household Cleaners<br>Powdered cleaners<br>Liquid cleaners<br>Spray cleaners<br>Detergents<br>Laundry<br>Dishwasher<br>Bleaches<br>Window cleaners<br>Waxes and polishes<br>Oven cleaners<br>Insecticides<br>Upholstery/Carpet cleaners<br>Drain cleaners | 1. Choose one of the cleaning product types. Discuss its abilities to clean, how to store it, and what to do if it is swallowed, gets in the eye, or damages the skin. Report back findings to the class.<br>2. Work on work sheets in Care for a Home Educational Packet, prepared by Proctor & Gamble.<br>3. Play clean-up game in Care for a Home package.<br>4. Find cartoons that suggest ideas and attitudes about caring for the home.<br>5. Participate in a class discussion about conflicts that arise among family members when they do not share in the care of the home.<br>6. List three minimal standards for cleaning that should be kept by all people.<br>7. Prepare a bulletin board display on decorating for easy cleaning. Find pictures of rooms that would be easy to clean and pictures of rooms that would not be easy to clean. Put captions under the pictures to point out features that make the rooms easy or difficult to clean.<br>8. List the various cleaning jobs that are done in your home. Find out the cost of having those jobs done by outsiders. Explain how much a family can add to its overall income by caring for their home.<br>9. List products available for killing household pests.<br>10. Practice using various home maintenance tools.<br>11. Stain fabric and let students try removing the stain with various cleaning products. (Include the recommended product for the specific stain.) | Filmstrips<br>E.10<br>Textbooks<br>J.2, pp. 432-437<br>J.4, pp. 389-401 |

COURSE: Interior Design/Housing
Semester 1

UNIT TITLE: Maintaining a Home Enviornment

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COMPETENCY: 019. Describe basic principles for the selection and organization and storage needed for individual/family possessions.

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INSTRUCTIONAL OBJECTIVES:

19.1 Identify storage needs of individuals and families.

19.2 List the factors to consider when choosing storage space and accessories.

19.3 Demonstrate how to organize storage space for convenience and efficiency.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Organizing and Managing Storage<br><br>Space<br><br>Use<br><br>Location<br><br>Organization<br><br>Convenience<br><br>Safety<br><br>Special Storage for Hobbies and Collections | 1. Ask students to list the storage areas in their own homes.<br><br>2. Have students list items possessed by an average family for which storage space is needed.<br><br>3. Secure USDA book on Storage of Household Items and show examples of recommended storage provisions in various areas of the home. Explain the statement--"a place for everything and everything in its place."<br><br>4. Display various types of closet accessories.<br><br>5. Clip and show illustrations of good storage ideas from magazines.<br><br>6. Discuss the principle of storing items where they are used.<br><br>7. Have students plan a reorganization of their own closet space. Take and before and after picture or sketch reorganization diagram on paper. For those who share a bedroom closet, plan a fair division.<br><br>8. Divide class into four groups. Assign these areas of the home, sleeping, living, dining, and food preparation. List items to be stored in each area and plan adequate storage.<br><br>9. Plan clothing to be discarded. Call agencies who accept used clothing and collett as a class project.<br><br>10. Discuss extended storage space such as attic, garage, basement, and outside buildings.<br><br>11. Evaluate a set of 10 house plans. List storage areas includec in each. Analyze whether or not it is adequate. Suggest additions where storage is inadequate.<br><br>12. Distinguish between use of:<br><br>Built-in storage<br>Common use storage<br>Storage furniture units<br>Dual purpose storage/furniture<br><br>13. Evaluate storage areas of home economics department. | Textbooks<br><br>J.2, pp. 431-432<br>J.3, pp. 180-220, 270-273, 275-315, 333-391<br>J.4, pp. 151-168<br>J.5, pp. 144-152 |

**COURSE:** Interior Design/Housing
Semester 1

**UNIT TITLE:** Careers in Interior Design

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**COMPETENCY:** 020. Explore career opportunities related to interior design.

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**INSTRUCTIONAL OBJECTIVES:**

20.1 Identify career clusters related to interior design.

20.2 Discuss the qualifications and skills needed for interior design careers.

20.3 Discuss the advantages and disadvantages of careers in interior design.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Careers<br>Interior Designer<br>Window Display Designer<br>Decorators<br>Wallpaper Hangers<br>Color Consultant | 1. Bulletin board illustrations of people employed in a variety of jobs.<br>2. Guest speakers.<br>3. Write paper on one career area.<br>4. Field trip to furniture store with an interior decorator.<br>5. Activity sheet, chapter 23, page 52.<br>Resource and test book<br>Home with character<br>6. Place help wanted ads from several editions of the local Sunday paper on a table in the classroom.<br>7. Have students find descriptions of jobs in interior decorating and prepare written and oral reports.<br>8. Have local employment agent visit the class to discuss careers related to housing that are available in your area and nationwide. | Textbooks<br>J.3, p. 447<br>J.4, p. 440<br>J.5, pp. 298, 313<br>J.6, p. 453 |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Geographic and Societal Influences on Family Housing

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COMPETENCY: 021. Analyze geographic and cultural differences in family housing.

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INSTRUCTIONAL OBJECTIVES:

21.1 Discuss how housing differs according to geographical location.

21.2 Describe how cultural differences affect housing decisions.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Housing: Geographic and Cultural Differences | 1. Check geographic locations of students in past. | Filmstrips |
| Rural to Urban Movement | 2. Discuss number of moves. | E.28<br>E.29 |
| Nationalities | 3. Compare likes and dislikes of various states and countries. | Textbooks |
| | 4. Locate 10 relatives nearest you. | J.1, p. 318<br>J.4, Chapter 1-3<br>J.5, Chapter 11<br>J.6, pp. 404-410 |
| | 5. Compare advantages and disadvantages of present location. | |
| | 6. Evaluate a neighborhood. | |
| | 7. Compare rural versus urban living. Divide into groups and tell advantages and disadvantages of each. Use a point system for conclusion. | |
| | 8. Determine nationality of families involved. Discuss family ties. Use as an optional project. | |
| | 9. Invite local historian to class. | |
| | 10. Have residents of your town who are natives of other countries speak to the class on differences and similarities between the homes in their native homeland and their present home (example: building materials, style, color, accessories). | |
| | 11. Report on housing styles in your community. Participate in brief field trip. | |
| | 12. Have a representative from the Housing Authority or city government come and talk to the class about the housing situation in that area and what plans are in the making for new and old housing and how decisions are made regarding housing. Include needs of elderly and handicapped and how they are being met. | |
| | 13. Using National Geographic magazines, find a picture of places where people live. Report on shelter found and create bulletin board entitled "Housing Around The World". | |
| | 14. Create bulletin board display illustrating homes through the ages - "Homes Past and Present" or "Our Housing Heritage". | |
| | 15. View "You and Housing". Discuss. | |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

16. Ask students to research the history of their home - when built, how many families lived in it, what the land was like before the house was built, etc.

17. Show teacher-made slides of different styles in area in class. Discuss each location, when built, changes made since being built, etc.

18. Collect newspaper articles concerning homes of the future.

19. Research various kinds of primitive shelter.

20. Investigate different influences on American housing.

    English influence
    Early colonial styles
    Georgian design
    Dutch, Swedish, German influence
    Spanish influence
    French influence
    Federal style
    Classical
    Victorian age

Brainstorm for answer. Why is shelter considered a universal need?

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Geographic and Societal Influences on Family Housing

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COMPETENCY: 022. Analyze the affects of the growth of cities on housing and living conditions.

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INSTRUCTIONAL OBJECTIVES:

22.1 Identify trends in urban growth that affect housing.

22.2 Describe how housing trends are affected by urban growth.

22.3 Describe how individual family living conditions are influenced by urban growth.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Effect of City Growth<br>Housing Supply and Demand<br>Living Conditions | 1. Research books such as Mega Trends for future trends in housing.<br>2. From Bureau of Census report, select a growing city in your area and try to find a correlation between industrialization, population growth and multi-family housing units.<br>3. Collect newspaper articles on real estate in our state and country.<br>4. Trace the growth of your city. Find out when factoris came to the city and tell how they have affected the city's growth and housing conditions.<br>5. Plot rural and urban movement for a 10-year span and compare with national movement graph.<br>6. Resource person from Housing Authority to discuss area current and past housing needs.<br>7. Divide class into two groups and give pros and cons of how city growth influenced living conditions.<br>8. Research new designs for homes during the early 20th century.<br>The small house<br>The bungalow<br>The prairie house<br>The modern house<br>9. Describe influence each had on housing. Report orally to class.<br>World War II<br>Cluster zoning<br>Suburban growth<br>Government<br>10. Report on housing from 1945-1980.<br>11. Create a bulletin board display on housing construction and materials.<br>12. Divide into two groups--students who have lived in a large city and those who have lived in a small town or rural area. Describe differences. | Filmstrips<br>E.29<br>Textbooks<br>J.3, Chapter 7<br>J.4, Chapter 2-3<br>J.5, Chapter 11-12 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| | 13. Collect a newspaper article to share on local housing problems and plans. | |
| | 14. Discuss factors which cause people to move to cities. | |
| | 15. Housing Decisions, student activity book, Chapter 11, A-D, Chapter 12, A-B, D-E. | |
| | 16. Discuss findings in Homes Today and Tomorrow, pp. 161-166. | |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Geographical and Societal Influences on Family Housing

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COMPETENCY: 023. Interpret the influence that government decisions have on private homes, subsidized housing, and housing for the aging.

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INSTRUCTIONAL OBJECTIVES:

23.1 Identify governmental agencies that have an affect on housing.

23.2 Investigate the facilities and accommodations available for the aging and economically disadvantaged.

23.3 Discuss the responsibility of government agencies in making housing available for all segments of society.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Effects of Government Decisions<br>Private Dwelling<br>Homes for Poor<br>Homes for Aging | 1. Research the interest rates for housing and how its fluctuation effects buyers' decisions.<br>2. Brainstorm ways that public buildings are providing for handicapped persons.<br>3. Tour or have guest speakers from retirement centers.<br>4. Have zoning administrator of county talk with class about zoning ordinances in effect in local area concerning private homes, subsidized housing, and housing for the aged.<br>5. Use the yellow pages or some other resource to find out the departments which can handle housing problems.<br>6. Discuss the effects government agencies have on private homes, subsidized housing, and housing for the aging.<br>7. Resource person to speak on ways federal government assist people with housing poor, aging, etc.<br>8. Identify various responsibilities of housing needs provided by the following agencies:<br>FHA<br>Local government (building codes)<br>VA<br>Urban Redevelopment<br>HUD<br>9. Have students survey the city or county and list private homes for the aging. | Textbooks<br>J.4, Chapter 3<br>J.5, p. 276 |

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Selecting a Place to Live

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**COMPETENCY:** 024. Interpret factors which influence decisions on housing to meet individual and family needs.

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**INSTRUCTIONAL OBJECTIVES:**

24.1 Identify factors affecting differences in housing needs of individuals and families.

24.2 Explain factors involved in meeting the different housing needs of individuals and families.

24.3 Discuss criteria for evaluating suitability of housing alternatives in terms of individual/family needs.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Housing Differences<br>Individual<br>Family<br>Housing Decisions<br>Guidelines<br>Lifestyles<br>Family Life Cycle<br>Availability<br>Physical Factors<br>Values, Goals, Standards<br>Safety<br>Energy<br>Limiting Factors<br>Financial<br>Location<br>Neighborhood<br>Resources | 1. Differentiate between needs and wants.<br>2. Discuss the primary and secondary needs fulfilled by housing. List examples of each kind.<br>3. Brainstorm housing needs of individuals at the various stages of the family life cycle.<br>4. Using pictures of different rooms discuss individual and family needs/ wants that are satisfied.<br>5. Predict way in which your housing needs will differ five years from now, fifteen years from now.<br>6. Describe your family. Analyze their primary and secondary needs. Diagram a house plan which you think would accommodate your family needs. Compare class differences.<br>7. Make a 2-column page using it to list housing differences for individuals and families.<br>8. Read case studies of people with different lifestyles. Go through the guidelines for each case.<br>9. Chart family life cycle of students in the class. List the qualities needed in housing.<br>10. Students will select three housing choices (apartment, home ownership, condominium, etc.) and evaluate them according to their present needs; needs of a newly married couple; family of three; elderly couple. Decide which housing alternative is best for each.<br>11. Conduct a survey and record the approximate number of apartments, duplexes, condominiums, townhouses, rest homes, and other developments. Identify the areas of greatest need.<br>12. Have students use the newspaper and clip ads for rental apartments, mobile homes, etc. Have them compare according to cost, neighborhoods, safety, etc. | Filmstrips<br>E.6<br>E.12<br>Textbooks<br>J.2, pp. 366-369<br>J.3, Chapter 1, 16, 18<br>J.4, Chapter 4-5<br>J.5, Chapter 1-3 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

13. Visit examples of the following housing alternations. Compare size, prices, upkeep and energy consumption.

    Factory-built house
    Prefabricated house
    Mobile home
    Custom built home
    Older home

14. Identify personal values which would affect future housing decisions.

    Family Values - family closeness, equality, economy, physical health, freedom, mental health, social prestige.

    Personal Values

15. Take a safety checklist home to evaluate present living conditions.

16. Invite home economist from local utility company to discuss energy management in the home.

17. Watch your local newspaper for announcements about housing tours open to the public. There may be a tour of energy-efficient homes.

18. Make a list of agencies available in your community that perform housing services. Invite representatives to come to the classroom and explain their function.

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Selecting a Place to Live

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**COMPETENCY:** 025. Evaluate suitability of housing alternatives in terms of individual/family needs.

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**INSTRUCTIONAL OBJECTIVES:**

25.1 Identify housing alternatives available.

25.2 Compare the advantages and disadvantages of renting or leasing.

25.3 Compare the advantages and disadvantages of building or renting.

25.4 Compare the advantages and disadvantages of buying or building a home.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Housing Suitability<br><br>Evaluation Criteria<br><br>Alternatives (choices)<br><br>Apartments<br>Mobile Home<br>Duplex<br>Condominiums<br>Townhouses<br>Single Dwelling<br><br>Developer-Built<br>Custom-Built<br>Manufactured<br>Older House<br>Barns<br><br>Underground Home<br><br>Solar Homes<br><br>Active<br>Passive<br><br>Advantages and Disadvantages of:<br><br>Renting/Leasing a Home<br>Buying a Home<br>Building a Home | 1. Research one housing alternative to find out:<br><br>Different types<br>Advantages and disadvantages of renting and buying<br>Convenience<br>Cost<br>Maintenance<br><br>2. Visit a manufactured home and a solar home.<br><br>3. Visit local mobile homes business to compare available units.<br><br>4. Invite contractor and/or realtor to discuss how houses are constructed and sold.<br><br>5. Divide class into work groups. Explain decision-making process including steps:<br><br>Defining goals<br>Identifying needs<br>Recognizing alternatives<br>Making decisions<br><br>Assign each group a family case. Use newspaper want ads to search for suitable housing. Apply decision-making process.<br><br>6. Use computer program on buying versus building versus renting. Available from Cornell University Housing Department, College of Human Ecology.<br><br>7. South Western Publishing Company. Home Buying: The Bottom Line, 40 min. video cassette program, 24-pg. pocket size reference guide.<br><br>8. Goodheart-Willcox, pg. 8, Housing Decisions by Lewis (Student Activity Booklet).<br><br>9. Debate renting versus buying.<br><br>10. List four steps that must be taken in order to build a new house. | Filmstrips<br><br>E.12<br>E.14<br><br>Textbooks<br><br>J.2, pp. 370-374<br>J.3, Chapter 1, 17<br>J.4, Chapter 4<br>J.5, Chapter 1-2, 5<br><br>Videos<br><br>K.2 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| | 11. Interview a home owner who recently built a new house.<br>12. View video tape of "This Old House".<br>13. Visit a house in your area that has been renovated. Have the owner describe the procedure followed.<br>14. Read and review "It's Your Move" (quantities may be obtained from the N.C. Real Estate Licensing Board).<br>15. View sound/filmstrip "Housing Alternatives".<br>16. Invite a lawyer to discuss wills, deeds, and inventories.<br>17. Read Chapter 5 in Housing Decisions. | |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Selecting a Place to Live

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COMPETENCY: 026. Evaluate interior of housing in terms of comfort, convenience and aesthetic value.

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INSTRUCTIONAL OBJECTIVES:

26.1 Recognize those features that enhance the comfort, convenience and aesthetic value.

26.2 Investigate ways to alter interiors to meet the needs of the handicapped.

26.3 Describe technological advances on interior construction.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| House Interior<br><br>Comfort<br>Convenience<br>Aesthetic Value<br>Built-In Appliance<br>Heating/Cooling<br><br>Interiors to Meet the Needs of the Handicapped<br><br>Bill of Rights for human beings who use interior spaces. Any user of an interior space should have the right to:<br><br>Enough deminsional space to comfortably engage in the intended activity in that space, with no crowding permitted.<br><br>The necessary artifacts so that they can be moved or changed to fit the needs of the user and the activity.<br><br>Adjustable and changeable light, heat, sound and humidity to fit the needs and wants of the user.<br><br>Interior environments which offer the user options of behavior in that environment.<br><br>Interior environments that do not harm the user, especially those where the user is being treated for some form of ill health.<br><br>Technological Advances in Interiors<br><br>Adopting New Aproaches to:<br><br>Exposed Pipes<br>Moving the Air (fans)<br>Disposable Toothbrush<br>Liquid Soap Dispensers<br>Urinals<br>Support Hardware<br>Curtain Hardware | 1. Brainstorm guidelines to use in evaluating the interior of a home. Use guidelines in evaluating your own home.<br><br>2. Visit a newly completed home using guidelines. Evaluate in terms of comfort, convenience and aesthetic value.<br><br>3. Show filmstrip on kitchen planning. Ask students to give situations where each type may be a wise choice.<br><br>4. Define terms related to interior designing such as aesthetic value.<br><br>5. Using a checklist study and evaluate house plans.<br><br>6. Using a yardstick/tape and real furniture determine the space needed for the following:<br><br>a) traffic lanes<br><br>b) front of chest of drawers so you may stoop and pull out a bottom drawer<br><br>c) passing behind a person seated at at a dining table<br><br>d) a tall man sitting on a sofa so that he will not kick the coffee table<br><br>7. Show magazine pictures using opaque projector to evaluate comfort.<br><br>8. Show magazine pictures using opaque projector to show built-in appliances.<br><br>9. Invite expert in field of housing heating/cooling.<br><br>10. Evaluate floor plan and furniture and equipment arrangement for accessibility by the handicapped. Use as a guide printed materials on this subject.<br><br>14. Divide class into groups. Ask each group to present ideal on special home construction and arrangement needed for handicapped individuals. | Books<br><br>A.2<br><br>Computer Programs<br><br>C.1<br>C.2<br><br>Curriculum Guides<br><br>D.1, pp. 568-569<br><br>Instructional Kits<br><br>F.2<br><br>Textbooks<br><br>J.2, Chapter 10<br>J.3, Chapter 1, 10-12<br>J.4, Chapter 7-9<br>J.5, pp 52-54<br>J.6, pp. 42, 161-162, 359, 436 |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Built-In Warm Plate Dispenser<br>Saunas in the Home<br>Health Spa or Exercise Room Equipment<br>Green Houses<br>Workshops<br>Heating<br>House Rotation<br>Noise Pollution | 15. Ask class members to tell about the life style of someone they know who is handicapped. Visit library and write a descriptive paragraph about a famous person who has overcome a specific handicap. Now list five housing needs for each one and report to class. (Ex.: Stevie Wonder)<br><br>16. List some design features which would make a home more accessible for a person in a wheelchair.<br><br>17. Divide class into groups. Hand out floor plans. Work cooperatively to make these adjustments for a person confined to wheelchair:<br><br>Ramps<br>Wide doors<br>"Wheel In" shower stalls<br>Lower telephone, door latch and heat controls<br>Install grab bars<br>Lower clothes closet rack<br><br>18. Look through housing magazines and choose one picture illustrating technological advancement in housing. Show to class then prepare bulletin board labled "Technology Influences Housing Through:"<br><br>19. Discuss technological advances that provide comfort, convenience, safety and sanitation.<br><br>20. Discuss how changing attitudes toward health and physical fitness have altered living space.<br><br>21. Discuss the pros and cons of alternative sources of energy in relation to their influence on interior design.<br><br>22. Research the content outline topics and share information with the class. Use visuals, current costs, advantages, and disadvantages of the technological advancement studied. | |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Selecting a Place to Live

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COMPETENCY: 027. Describe how outdoor areas such as balconies, patios and terraces can extend living space.

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INSTRUCTIONAL OBJECTIVES:

27.1 Identify various outdoor areas that extend living space.

27.2 Discuss how the outdoor areas extend living space.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Outdoor Areas<br><br>Porches<br>Decks<br>Patios<br>Balconies<br>Terraces<br>Pools<br>Cookout Areas | 1. Using housing magazines have students find pictures of porches, patios, balconies, gazebos, terraces, pools and other outdoor living areas and ask them to explain how these can be used to extend living space.<br><br>2. Tell how an outdoor area can be used for families and individuals.<br><br>3. Make a poster of outdoor living areas and label.<br><br>4. Brainstorm to list activities for each area.<br><br>5. Divide class into groups, view house plans to determine how living space can be extended. Report to class.<br><br>6. Select appropriate furnishings for extended living areas.<br><br>7. Discuss upkeep and repair.<br><br>8. Make slides of local homes illustrating outdoor features used to extend living space.<br><br>9. Diagram on outdoor cookout area. Plan various locations.<br><br>10. Plan child's outdoor play area. Include activities and safety. | Textbooks<br><br>J.5, Chapter 6 |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Selecting a Place to Live

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COMPETENCY: 028. Interpret legal and financial aspects of renting a home.

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INSTRUCTIONAL OBJECTIVES:

28.1 Describe the laws and regulations governing home rental or leasing.

28.2 Explain legal terms associated with home rental.

28.3 Describe other costs associated with home rental.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Insurance<br><br>Types<br>Responsibilities<br>Alternatives<br><br>Laws and Regulations<br><br>Zoning<br>Building Codes<br>Aesthetic Codes<br>Taxes<br><br>Legal Terms | 1. State reasons why it is important to have home insurance.<br><br>2. Read, describe, and discuss the two types of protection that is provided by a basic homeowner's insurance policy.<br><br>Comprehensive<br>Personal liability<br><br>3. Have an insurance agent to discuss homeowner's insurance and other home related insurances and their cost.<br><br>4. Read, describe, and discuss the major laws and regulations governing housing.<br><br>5. Invite a Federal Housing Authority representative to talk with the clas on local laws and regulations.<br><br>6. Define terms relating to legal aspects of housing. | Textbooks<br><br>J.3, pp. 244-248, 418<br>J.4, pp. 119-120<br>J.5, pp. 117-119 |

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Selecting a Place to Live

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**COMPETENCY:** 029. Interpret the financial and legal aspects of suitable housing.

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**INSTRUCTIONAL OBJECTIVES:**

29.1 Recognize the factors to consider when determining how much to spend on housing.

29.2 Identify sources of home loans.

29.3 Describe the major continuing costs associated with housing.

29.4 Describe the major laws and regulations governing housing.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Financial Decisions<br>Securing<br>Loans<br>Cash<br>Down Payment<br>Other<br>Maintaining<br>Cost<br>Size<br>Financial Aspects of Renting | 1. Discuss steps in obtaining financial assistance.<br>2. List characteristics of the various types of loans.<br>3. Give case studies using various formulas to determine the price the person can afford for housing.<br>4. Talk with a realtor or banker about securing a loan for a home; amount of of down payment; and other financial decisions.<br>5. Complete sample loan applications.<br>6. Talk with local housing authority on ways the federal government assists meddle and low-income people.<br>7. Find a classified ad offering a house for sale. Investigate the monthly cost of buying it with three different types of loans.<br>8. Estimate how much money could be budgeted for housing in various situations. Then find housing in your area that would be suitable for the persons described in the situation.<br>9. Make a list of resources that are available to help people find information regarding the care and maintenance of homes. | Filmstrips<br>E.6<br>E.23<br>Instructional Kits<br>F.2<br>Textbooks<br>J.2, Chapter 19<br>J.3, Chapter 16-18<br>J.4, Chapter, 6, 20-22<br>J.5, Chapter 5<br>Videos<br>K.2 |

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Selecting a Place to Live

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**COMPETENCY:** 030. Describe community resources that aid in making housing decisions.

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**INSTRUCTIONAL OBJECTIVES:**

30.1 Identify community resources that provide information on available housing.

30.2 Identify services provided by extension agents.

30.3 Identify the function of Farm and Home Administration.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Resources<br><br>Human<br>Non-Human<br><br>Steps in Decision-Making the Mortgage | 1. Invite a home economics extension agent to talk to class concerning community resources available in housing.<br><br>2. Discuss steps in decision-making. Apply these steps in making a housing decision.<br><br>Mortgage<br>Interest rates<br><br>3. Brainstorm resources in your community related to housing information and decisions.<br><br>Talents and skills of individuals - Do It Yourself<br>Libraries, vocational classes, supply stores, craft shops, etc.<br><br>4. Invite the director/representative from the FmHA, savings and loan, etc. to come and discuss their programs with the class.<br><br>5. Invite an architect to class. Ask him/her to describe his/her profession.<br><br>6. Visit a decorator shop and talk with an interior decorator about his/her career.<br><br>7. Take a field trip to the homesite prepared by a landscape designer and observe his/her work.<br><br>8. Use a telephone book to locate recreational areas of community. Define resources.<br><br>9. List community resources that would affect your family's housing decision.<br><br>10. Locate community resources on local map. | Textbooks<br><br>J.2, p. 180<br>J.3, pp. 414-416<br>J.4, pp. 77-80<br>J.5, Chapter 3 |

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Comfort, Conservation and Safety

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**COMPETENCY:** 031. Interpret basic electric service requirements for the average home.

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**INSTRUCTIONAL OBJECTIVES:**

31.1 Explain the electrical codes as described in the North Carolina Residential Building Code.

31.2 Identify basic electrical needs within the home.

31.3 Recognize the cost of using large and small electrical appliances.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Electrical Service<br>Minimum<br>Recommended<br>Electrical Needs<br>Appliances<br>Lighting<br>Heating<br>Cooling<br>Other | 1. Research to find the amount of amperage required for common electrical needs.<br>2. List electrical needs you would find in a house (include appliances) and find out how much electricity (in terms of amperage) would be needed to run all of these.<br>3. Invite local electrical inspector to come talk to class (Bill Eaker in Wake County).<br>4. Make a cost comparison of (a) running needed amperage plus amperage to cover future additions at time of building house, (b) running needed amperage into home at building and later adding amperage with future additions.<br>5. Do Activity 9 from Resource and Test Book, Homes With Character.<br>6. Visit a new house under construction while wiring is steel visible. Ask electrician to explain.<br>7. Evaluate your own home as to adequate wiring.<br>8. Use sheet of electrical terms. Plan game for evaluation.<br>9. Review checklist of Home Living Space.<br>10. Select from a list your choice of major appliances and small appliances. List in order of preference.<br>Your choice of five major appliances and five small appliances. Report to class and justify your choices.<br>11. Determine factors that influence choice of appliances:<br>Need<br>Space<br>Cost<br>Type of housing<br>Number of people<br>Physical condition of consumer<br>Family mobility<br>Personal values<br>12. Review guidelines for choice, use and care of appliances pertaining to electrical needs. | Textbooks<br>J.1<br>J.3, Chapter 9<br>J.4, Chapter 9, 16<br>J.5, pp. 231-248<br>North Carolina Residential Building Code - North Carolina Department of Insurance |

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|

13. Take a survey in your community to determine electrical bill average.

14. Invite home economist from power company to explain ways to consume energy in the average home today.

15. Reproduce a basic house plan and label adequate wiring using correct symbols. Use National Electrical Code.

16. Recognize lighting recommendations for various visual tasks.

17. Determine built-in lighting planned in the blue print stage.

    Ceiling lights
    Bathroom lights
    Kitchen lights
    Luminous ceiling panels
    Recessed
    Spot lights
    Valance, cornice, and saffit lighting
    Work areas
    Exterior lighting
    Seasonal lighting
    Track lighting

18. Cite alternatives to built-in lighting, lamps and shades, natural light, and accessories.

19. Give guidelines for choosing lamps as a handout.

    Provide enough lamps to achieve balanced lighting
    Check needs of each room
    Choose lamps according to function
    Adjust heights
    Avoid color contrasts
    Avoid a glare
    Choose good structural and decorative design in lamps and lighting fixtures
    Consider decorating theme
    Choose right size of shade

20. Invite a resource person from local area to explain heating and cooling choices (electrical needs).

    Traditional
    Non-traditional
    Combination

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Comfort, Conservation and Safety

COMPETENCY: 032. Define minimum plumbing needs for a house.

INSTRUCTIONAL OBJECTIVES:

32.1 Discuss the minimum plumbing requirements for residential structures.

32.2 Identify practices that can help conserve water.

| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Plumbing Needs<br>Bath<br>Kitchen<br>Other<br><br>Sewage Disposal<br>Public Sewer Syster<br>Septic Tank<br>Cesspool<br><br>Water Conservation | 1. Design a house with what you think is minimum plumbing needs and then check in the North Carolina Residential Building Code book to see if you are over or under.<br><br>2. Invite the building inspector or a plumbing contractor to talk to class about plumbing needs.<br><br>3. Using plumbing catalogs, show what is available in plumbing fixtures.<br><br>4. Visit a home under construction to see plumbing techniques.<br><br>5. Discuss the most important criteria for plumbing--condition, suitability for your needs, economy in layout, and water saving modes. | Textbooks<br><br>J.3, pp. 194-198<br>J.4, Chapter 9<br><br>North Carolina Residential Building Code - North Carolina Department of Insurance |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Comfort, Conservation and Safety

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COMPETENCY: 033. Compare major heating fuels in terms of efficiency, cleanliness and costs.

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INSTRUCTIONAL OBJECTIVES:

33.1 List seven different types of heating and cooling systems.

33.2 Evaluate major fuels in terms of efficiency, cleanliness and cost.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Heating and Cool Systems<br>Different Tyes<br>Coal<br>Hot Water<br>Oil<br>Gas<br>Electric<br>Solar<br>Wood<br>Other<br>Operation<br>Installing<br>How It Works | 1. In a group, research an assigned type of hearing system. Report to class orally, explaining how the system works, advantages, disadvantages, and cost.<br>2. Listen to a heating, plumbing and air conditioning contractor talk about various types of heating systems.<br>3. Computer Program: Teaching Aids Inc. Home energy savings, personal energy inventory, and electric bill.<br>4. Using resource file and local cooperative extension literature, prepare a class presentation on each. Draw illustrations, posters, etc.<br>5. Have representative from power company speak on types of heating systems whch use electricity and tell group how to figure heating needs and how to estimate costs. | Textbooks<br>J.3, Chapter 9<br>J.4, Chapter 9 |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Comfort, Conservation and Safety

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COMPETENCY: 034. Describe techniques for conserving energy and other scarce resources.

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INSTRUCTIONAL OBJECTIVES:

34.1 Identify energy-saving measures for utility systems and home design and construction.

34.2 Use practices which result in conservation of natural resources.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Conservation Techniques<br>Load Peaks<br>Substitutions<br>Dryer<br>Fuel<br>Full Loads<br>Dishwasher<br>Clothes Washer<br>Energy Saving Measures<br>Utility Systems<br>Home Design<br>Home Construction | 1. As quickly as possible, list five ways to conserve energy. Combine all to make composit.<br>2. Show film "Energy Choices, Options, and Decisions", Carolina Power and Light Company.<br>3. Obtain sample bills from your local utility company. Practice reading utility meters and calculating usage.<br>4. Give demonstration of caulking and discuss the various types available and proper, and appropriate application.<br>5. Nuclear power can be a very controversial issue. As teams research the pros and cons of using nuclear power and debate the topic.<br>6. Invite a Duke Power Company person to speak on load peaks and conserving energy.<br>7. Read "The Common Sense House."<br>8. Take a field trip to see a solar energy house.<br>9. Do research project on solar energy:<br>Heating water<br>Heating dwelling<br>Cooling dwelling<br>Powered cars<br>Powered watches, etc.<br>Use resources in current media - magazines, newspapers, etc.<br>10. Read article on solar generator.<br>11. Do Activity 9 from Resource and Test Book, Homes With Character.<br>12. Have a salesperson from a solar heating company to talk to class and explain how it works, what it costs, etc. | Booklets<br>B.1<br>Filmstrips<br>E.22<br>E.24<br>Instructional Kits<br>F.1<br>Pamphlets<br>G.1<br>G.2<br>Textbooks<br>J.3, Chapter 9<br>J.4, Chapter 9<br>J.5, Chapter 12 |

**COURSE:** Interior Design/Housing
Semester 2

**UNIT TITLE:** Comfort, Conservation and Safety

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**COMPETENCY:** 035. Perform simple home maintenance repairs.

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**INSTRUCTIONAL OBJECTIVES:**

35.1 Recognize and use appropriate tools for making repairs.

35.2 Observe safety rules in working with tools.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Home Maintenance<br>Repairing Woodwork<br>Repairing Plumbing<br>Electrical Repairs<br>Home Maintenance Tools<br>Identification<br>Safety Rules | 1. Invite an Industrial Arts/Technology Education teacher to show how to rewire a lamp or do other simple repairs.<br>2. Show video types on plumbing and electrical repairs ("Fit-It" Kit).<br>3. Practice similiar techniques using "Fit-It" Workshop Kit.<br>4. Invite local carpenter to demonstrate simple woodwork and doors that stick.<br>5. Use software to show how to do simple home maintenance repairs.<br>6. Examine a display of basic home maintenance tools. Use references to determine their primary function. Complete activity sheet Homes With Character, Resource and Test Book, Activity 21.<br>7. View video on tools ("Fit-It" Workshop Kit).<br>8. Observe demonstration on correct use of tools. Stress safety rules of each major tool. | Textbooks<br>J.2, Chapter 22<br>J.4, Chapter 21 |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Exterior Construction

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COMPETENCY: 036. Evaluate housing exterior from the standpoint of style, construction techniques and materials.

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INSTRUCTIONAL OBJECTIVES:

36.1 Describe the different type of materials that may be used in exterior construction.

36.2 Discuss the advantages and disadvantages the different type of materials used in exterior construction.

36.3 Identify the design and construction techniques used in different house styles.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Exterior Home Construction<br><br>Brick<br>Frame<br>Stuco<br>Stone<br>Other | 1. Have students survey their own neighborhood and list the various exterior materials used. | Filmstrips<br><br>E.12 |
| | 2. Show slides or pictures of various exterior construction features of housing and give relative costs. | Slides<br><br>I.1 |
| Advantages and Disadvantages of Different Type of Construction Materials | 3. Locate facts about exteriors:<br><br>Costs<br>Advantage<br>Disadvantage<br>Locations of best use | Textbooks<br><br>J.3, p. 188<br>J.5, p. 252<br><br>Workbooks |
| | 4. Assign students to compare energy efficiency and cost comparison. | L.1 |
| | 5. Collect samples of exterior construction materials. Discuss cost, maintenance, etc. of each. | |
| | 6. Visit local building supply business. Observe exterior building materials. Find out which are used most and why. | |

COURSE: Interior Design/Housing
Semester 2

UNIT TITLE: Careers in Housing

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COMPETENCY: 037. Explore career opportunities related to providing and maintaining housing.

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INSTRUCTIONAL OBJECTIVES:

37.1 Describe specific job(s) in the housing field.

37.2 Relate personal aptitudes, interests, and limitations to possible careers in housing.

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| CONTENT OUTLINE | LEARNING/TEACHING ACTIVITIES | REFERENCES/RESOURCES |
|---|---|---|
| Employment Opportunities<br><br>Job Titles<br>Employment Trends<br>Educational Requirements<br>Abilities and Interests<br><br>Employment Opportunity<br><br>Skills Needed<br><br>Availability | 1. Prepare a report on one of the fields in Interior Design. Report on:<br><br>Job outlook<br>Salary range<br>Physical, personal or social qualities necessary or desirable<br>Educational requirement<br>Certifications or licenses offered or required<br>Professional organizations<br>Advancement potential<br><br>2. Arrange a display illustrating people employed at a variety of jobs. You may get assistance from the counselor's office.<br><br>3. Interview three people in the areas of Home Furnishings. Use the above concepts as an outline for questioning.<br><br>4. Read Chapter 23 in Homes With Character and work Activity 23 in the Resource and Test book.<br><br>5. Read Chapter 19 in Homes Today and Tomorrow or Chapter 23 in Homes With Character.<br><br>6. Listen to someone from the Employment Security Commission or Home Builders Association talk about job opportunities in housing. (Home Builders Association sheet included).<br><br>7. Identify career clusters that relate to housing.<br><br>8. Complete Activity 23 from Resource and Test Book for Homes With Character. | Textbooks<br><br>J.3, Chapter 19<br>J.4, Chapter 23, pp. 441-458<br>J.5, pp. 297-316 |

# Home Economics Education Competency-Based Curriculum

# COMPETENCY TEST-ITEM BANK

Division of Vocational Education
North Carolina Department of Public Instruction
Raleigh, NC 27603-1712

VEC-HEE-C/TIB-7055: 1988

COMPETENCY 001: Analyze changes in society which influence interior design.

TEST ITEM 001-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Numerous changes in society influence housing design and home furnishings. Which of the following has the greatest influence?

___a. Women working outside the home

___b. Decrease in employed help in the home

___c. Decrease in family size

___d. All of the above.

TEST ITEM 001-00-02

INSTRUCTIONS TO STUDENTS: Write the correct answers in the space provided.

List three (3) recreational areas provided by apartment complexes.

_____

_____

_____

TEST ITEM 001-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) by each statement that describes an interior change which occurred in houses during the Great Depression and World War II.

___a. Large spacious homes were converted into duplexes.

___b. Second and third floors in large homes were incorporated into apartments.

___c. In the small units within a house the kitchens became kitchenettes.

___d. In the small units within a house the dining rooms became dinettes.

COMPETENCY 002: Analyze changes in technology which have influenced interior design.

TEST ITEM 002-00-01

INSTRUCTIONS TO STUDENTS: Write the answers to the question in the space provided.

List at least three (3) technological changes which have influenced interior design.

_____

_____

_____

TEST ITEM 002-00-02

INSTRUCTIONS TO STUDENTS: Write the answers to the question in the space provided.

What areas within a home are most suitable for computer centers?

_____

_____

_____

TEST ITEM 002-00-03

INSTRUCTIONS TO STUDENTS: Write the answers to the question in the space provided.

List five (5) ways in which chrome, plastic, or steel are used in casement furnishings.

_____

_____

_____

_____

_____

TEST ITEM 002-00-04

INSTRUCTIONS TO STUDENTS: Write the answers to the question in the space provided.

How is chrome, plastic, or steel considered time, energy, and money saving?

_____

_____

COMPETENCY 003: Apply the basic elements and principles of design to decorating the living space.

TEST ITEM 003-00-01

INSTRUCTIONS TO STUDENTS: Understanding design terminology is an important part of housing. Write the letter of the definition in Column B which best describes the terms in Column A.

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| ___1. | Balance | a. | created by two or more lines |
| ___2. | Emphasis | b. | feel and appearance of surface |
| ___3. | Rhythm | c. | relationship of one space to another |
| ___4. | Harmony | d. | repeating sizes, shapes, colors |
| ___5. | Proportion | e. | one side does not appear heavier than the other |
| ___6. | Texture | f. | suggests movement |
| ___7. | Repetition | g. | centers interest on the important |
| ___8. | Color | h. | creates a pleasing whole |
| ___9. | Form | i. | may be horizontal, vertical, diagonal, or curved |
| ___10. | Line | j. | reflecting light of a particular visible wavelength |

TEST ITEM 003-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A small room is painted a light green and matching full length draperies are used to make the room appear larger. Which of the purposes of line and color is applied?

___1. To create shape

___2. To divide space

___3. To create pattern

___4. To create motion

___5. To create an optical illusion

TEST ITEM 003-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The element of design that establishes direction, creates motion, form and illusion is:

___a. Line

___b. Color

___c. Light

___d. Texture

TEST ITEM 003-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

To make a room appear larger:

___a. Paint the room a dark color

___b. Place the furniture along the walls of the room

___c. Use room dividers in the room

___d. Decorate the room with large pieces of furniture

COMPETENCY 003: Apply the basic elements and principles of design to decorating the living space.

TEST ITEM 003-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

If you hang a circular painting on the wall because it adds variety to a room full of rectangular furniture, you are making a decision primarily on the basis of:

___a. The function of the room

___b. The elements of design

___c. Your personality

___d. Energy efficiency

TEST ITEM 003-00-06

INSTRUCTIONS TO STUDENTS: Identify the principles of design from the elements of design in the list below.

___1. Proportion

___2. Line

___3. Form/Shape

___4. Balance

___5. Color

___6. Emphasis

___7. Texture

___8. Rhythm

___9. Harmony/Unity

___10. Space

a. Principles

b. Elements

TEST ITEM 003-00-07

INSTRUCTIONS TO STUDENTS: Match the following terms with definitions in the first column and indicate if the term is an element or principle of design.

| Column A: Definitions | | | Column B: Terms |
|---|---|---|---|
| 1. Definition | 2. Element/Principle | | 1. Definition |
| _____ | _____ | 1. Good space relationship | a. Color |
| _____ | _____ | 2. Produces rest and contentment | b. Proportion |
| _____ | _____ | 3. The appearance or feel of a surface | c. Harmony |
| _____ | _____ | 4. Produces unity | d. Line |
| _____ | _____ | 5. Solid and tangible | e. Emphasis |
| _____ | _____ | 6. Creates form, pattern, action, motion, optical illusions, divides space and points direction | f. Rhythm<br>g. Balance |
| _____ | _____ | 7. Creates center of interest or focal point | h. Texture<br>i. Form |
| _____ | _____ | 8. Produces uninterrupted motion | |
| _____ | _____ | 9. Reflects light of a particular wave length | 2. Element/Principle<br>EE. Element<br>PP. Principle |

COMPETENCY 003: Apply the basic elements and principles of design to decorating the living space.

TEST ITEM 003-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The principle of design used to create motion and to carry the eye from one area to another without abrupt interruptions is:

___a. Proportion

___b. Balance

___c. Rhythm

___d. Harmony

___e. Emphasis

TEST ITEM 003-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The principle of design which produces a feeling of rest and contentment, deals with quantity or number arrangement, color or the distribution of patterned and plain surfaces is:

___a. Proportion

___b. Rhythm

___c. Balance

___d. Harmony

TEST ITEM 003-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The definition of elements of design is:

___a. Style and use

___b. Strength and dignity

___c. The laws used to govern how art is produced

___d. The rudiments used to create design

TEST ITEM 003-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The element of design that is tangible and solid is:

___a. Color

___b. Form

___c. Texture

___d. Line

COMPETENCY 003: Apply the basic elements and principles of design to decorating the living space.

TEST ITEM 003-00-12

INSTRUCTIONS TO STUDENTS: Match each of the terms in the left column with its best description from the right column. Place the letter(s) of the correct description in the space provided in the left column.

| | | | |
|---|---|---|---|
| ___1. | Density | a. | Area with which the designer works. |
| ___2. | Space | b. | This refers to solid objects, and is the opposite of space because of fills space. |
| ___3. | Value | c. | The concentration of forms in a space. |
| ___4. | Line | d. | Weight or bulk. |
| ___5. | Intensity | e. | A narrow, two-dimensional form which appears to have length but no width. |
| ___6. | Tints | f. | Refers to the surface feel of objects. |
| ___7. | Shades | g. | The name of a specific color. |
| ___8. | Mass | h. | The degree of purity or strength of a color. |
| ___9. | Hue | i. | Refers to the amount of light a color reflects. |
| ___10. | Texture | j. | Values above or lighter than the middle value of a color. |
| ___11. | Form | k. | Values below or darker than the middle value of a color. |

COMPETENCY 004: Apply the basic design principles to the use of color.

TEST ITEM 004-00-01

INSTRUCTIONS TO STUDENTS: Write the correct answer in the space provided.

Identify the origin of primary, secondary and tertiary colors.

TEST ITEM 004-00-02

INSTRUCTIONS TO STUDENTS: Write the correct answer in the space provided.

Describe three (3) color harmonies.

TEST ITEM 004-00-03

INSTRUCTIONS TO STUDENTS: Write the correct answer in the space provided.

Describe two (2) ways in which color can enhance or offset the shape of a room.

TEST ITEM 004-00-04

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. There are approximately 150 hues which include green, violet, yellow and blue.

___2. A true color is made less intense by adding some of the color adjacent on the color wheel to it.

___3. Value is the lightness or the darkness of a color and is created by adding white or black.

___4. Warm colors are green, yellow and orange.

___5. Cool colors are blue, violet and green.

___6. Primary colors are red, blue and yellow.

___7. Secondary colors are orange, violet and yellow.

TEST ITEM 004-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Warm and energetic colors are:

___a. Reds

___b. Blues

___c. Greens

___d. Oranges

COMPETENCY 004: Apply the basic design principles to the use of color.

TEST ITEM 004-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Cool, restful, gentle and calming colors are:

___a. Reds

___b. Blues

___c. Greens

___d. Oranges

TEST ITEM 004-00-07

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. Colors which cause a room to appear to recede, causing the room to appear larger.

a. Bright colors b. Warm colors c. Bright intensities d. Cool colors

___2. Colors which cause a room to appear to advance, making it seem smaller.

a. Warm colors b. Light values c. Dull intensities d. Cool colors

TEST ITEM 004-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following would make a room seem top-heavy.

___a. A ceiling painted with a light color

___b. A ceiling painted with a dark color

___c. A ceiling painted with a cool color

TEST ITEM 004-00-09

INSTRUCTIONS TO STUDENTS: Match Column A uses of color to Column B colors.

| A. Uses | B. Colors |
|---|---|
| ___1. To conceal objects | a. A light color |
| ___2. To suggest a Spanish motif | b. Blue-green |
| ___3. To cut floor maintenance | c. Warm, bright colors |
| ___4. To save cooling costs | d. Colors that are alike |
| ___5. To reduce eyestrain | e. Medium color value |
| | f. Dark color value |

TEST ITEM 004-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A high ceiling can be made to appear lower by painting it:

___a. Bright, cool color

___b. Cool, dark color

___c. Bright, warm color

COMPETENCY 004: Apply the basic design principles to the use of color.

TEST ITEM 004-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Variations of lightness and darkness of a color is called:

___a. Primary

___b. Texture

___c. Hue

___d. Value

TEST ITEM 004-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A color selected from the lower half of a value chart is called:

___a. Tint

___b. Hue

___c. Value

___d. Shade

TEST ITEM 004-00-13

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The brightness or dullness of a color is called:

___a. Hue

___b. Value

___c. Texture

___d. Intensity

TEST ITEM 004-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Light values are called:

___a. Primary

___b. Hue

___c. Tints

___d. Textures

COMPETENCY 004: Apply the basic design principles to the use of color.

TEST ITEM 004-00-15

INSTRUCTIONS TO STUDENTS: Identify the following color harmonies. Select answers from the list below.

___1.

___2.

___3.

___4.

___5.

___6.

___7.

___8.

a. Monochromatic
b. Complementary
c. Double complementary
d. Analogous
e. Split complementary
f. Triad
g. Accented neutral
h. Neutral

COMPETENCY 005: Demonstrate how to select and use floor coverings effectively.

TEST ITEM 005-00-01

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. The natural fiber sometimes used in carpets which is resilient and durable, but costly, is:

a. Wool
b. Cotton
c. Polyester

___2. A resilient flooring which absorbs the most sound is:

a. Terrazzo
b. Vinyl tile
c. Cork tile

TEST ITEM 005-00-02

INSTRUCTIONS TO STUDENTS: When selecting and grouping accessories with other home furnishings, it is wise to try to create triangles in color - from the floor to sitting and table levels to wall.

Select the best example of this principle given below.

___1. Rose carpet, pale green couch, rose pillows on couch

___2. Rose carpet, pale green couch with rose accent pillow, beautiful floral painting of pink - to dark rose above the mantel

___3. Rose carpet, piano bench covered with rose upholstery, small upholstered chair in rose floral design

TEST ITEM 005-00-03

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. Smooth, resilient floor coverings include:

a. Area rugs and indoor-outdoor carpet
b. Wood and slate
c. Vinyl asbestos and cork

___2. A genuine oriental rug might be:

a. A rug handwoven in Turkey
b. A machine-woven rug imported from Japan
c. An American-made rug with an exotic oriental pattern

TEST ITEM 005-00-04

INSTRUCTIONS TO STUDENTS: Match the terms with their definition. Place the letter of the correct term in the blank to the left of each definition.

| Column A: Definitions | Column B: Terms |
|---|---|
| ___1. Closeness with which yarns are tufted, woven, or tied | a. Backing |
| ___2. "Face" of the carpet made of cut and/or uncut loops of yarn | b. Density of pile |
| ___3. Continuous man-made strands of any desired length | c. Filament yarns |
| ___4. Material attached to the underside of a rug or carpet for stability and firmness | d. Pile |
| ___5. Yarns cut into short pieces and twisted together to give a textured, less glossy effect | e. Staple yarns |
| | f. Twist |

COMPETENCY 005: Demonstrate how to select and use floor coverings effectively.

TEST ITEM 005-00-05

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. Wall coverings should be selected carefully because:

a. Walls compose the largest area in a room
b. Wall covering is generally the most expensive decorative material in a room
c. Wall covering is difficult to change and therefore is fairly permanent

___2. The most practical wall covering to recommend when a client is working with a very limited budget is:

a. Paint
b. Wallpaper
c. Wood paneling

TEST ITEM 005-00-06

INSTRUCTIONS TO STUDENTS: Match the following terms in Column B with the description in Column A.

| Column A: Descriptions | Column B Terms |
|---|---|
| ___1. Tiles used in creating a definite design or pattern. | a. Terrazzo<br>b. Marble<br>c. Brick<br>d. Ceramic tile<br>e. Mosaic tile<br>f. Flagstone, slate |
| ___2. Inexpensive and common type stones used for hallways, patios, terraces, paths and steps. | |
| ___3. Type of stone used mainly in vestibules, entrance halls and bathrooms. | |
| ___4. Poured flooring substances which contain chips of colored marble. | |
| ___5. Comes in various colors and is easy to maintain, however, it is non-resilient and cold. Often used in bathrooms. | |

TEST ITEM 005-00-07

INSTRUCTIONS TO STUDENTS: Match the descriptions of resilient floor surfaces in Column A to the correct terms in Column B.

| Column A: Descriptions | Column B Terms |
|---|---|
| ___1. Similar to linoleum, but it is more resilient - the range of color and design is practically unlimited. | a. Linoleum<br>b. Cork<br>c. Rubber tile<br>d. Asphalt<br>e. Vinyl product<br>f. Parquet |
| ___2. Available in rolls or tiles, resists abrasion, scratching, denting and spotting from acids and grease. | |
| ___3. A mixture of flour, cork and oil is applied to a backing such as jute or fiber. | |
| ___4. Shavings and granules of cork are compressed into sheets and tested with sealers to form a cork flooring. | |
| ___5. Serviceable and relatively inexpensive floor covering that is damage resistant and easy to maintain. | |

TEST ITEM 005-00-08

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. How many square yards of floor space are in a rectangular room which measures 10 feet by 9 feet?

a. 9 square yards
b. 10 square yards
c. 30 square yards

___2. To carpet a bedroom, 15 square yards of carpet is required. The carpet costs $8.50 per square yard. The total cost of the carpet is:

a. $ 85.00
b. $127.50
c. $142.50

___3. The most common tile size for resilient floor covering is:

a. 12 inches by 12 inches
b. 18 inches by 19 inches
c. 9 inches by 18 inches

COMPETENCY 005: Demonstrate how to select and use floor coverings effectively.

TEST ITEM 005-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Calculate the yardage needed to cover this bathroom.

___a. 4 square yards

___b. 9 square yards

___c. 10 square yards

TEST ITEM 005-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Determine the amount of carpet needed to cover this bedroom if 12 foot carpet is used.

___a. 12 square yards

___b. 16 square yards

___c. 18 square yards

___d. 20 square yards

TEST ITEM 005-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Determine the number of square yards needed to carpet this living and dining area.

___a. 24 square yards

___b. 28 square yards

___c. 33 square yards

___d. 36 square yards

COMPETENCY 006: Demonstrate how to select and use window treatments.

TEST ITEM 006-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mrs. Hall would like to place ruffled curtains at all the windows in her home. Of the fabrics listed below, which one would be the wisest choice?

___1. Osnaburg

___2. Indian head

___3. All cotton muslin

___4. Polyester and cotton unbleached muslin

TEST ITEM 006-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mrs. Cain would like to place sheers behind her formal draperies. Indicate the fabric that would be suitable in the following list.

___1. Batiste

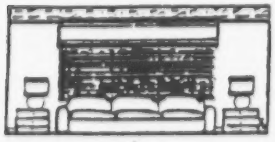
___2. Ninon

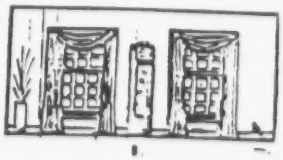
___3. Chiffon

___4. All of these

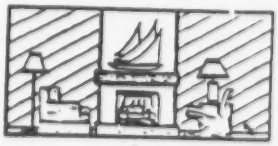
TEST ITEM 006-00-03

INSTRUCTIONS TO STUDENTS: Fill in blanks. Look at the drawings below that represent the directional use of line in an interior. Then fill in the chart below.


A.


B.

C.


D.

| | Line Direction Used | = | Created Psychological Association |
|---|---|---|---|
| A. | _____ | = | _____ |
| B. | _____ | = | _____ |
| C. | _____ | = | _____ |
| D. | _____ | = | _____ |

COMPETENCY 006: Demonstrate how to select and use window treatments.

TEST ITEM 006-00-04

INSTRUCTIONS TO STUDENTS: Indicate correct response. Look at the previous illustration to answer the questions.

___1. The line used in illustration D is corrected by:

a. Roman shades b. Sofa c. Wall paneling d. Narrow windows

___2. The illusion in B is created by:

a. Long draperies b. Striped wallpaper c. Grandfather clock d. All of above

___3. The effect in A is created by:

a. Repetition b. Transition c. Gradation d. Radiation

___4. Illustration C's effect is NOT created by:

a. Wall treatment b. Window treatment c. Accessories d. Furniture

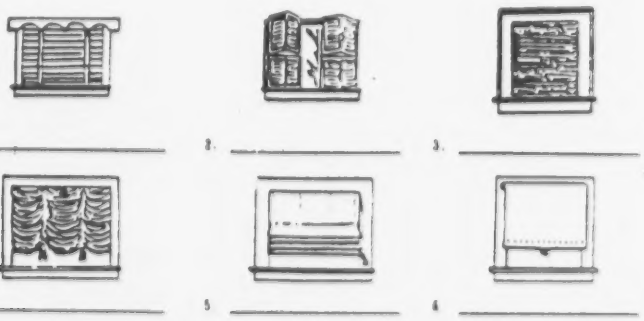
TEST ITEM 006-00-05

INSTRUCTIONS TO STUDENTS: Match the terms in Column B relating to window treatments with the definitions in Column A.

| Column A: Definitions | Column B: Terms |
|---|---|
| ___1. Outlines the window | a. Sash |
| ___2. Forms the base of the window | b. Glass curtains |
| ___3. Frames the glass in the window | c. Swag and cascade |
| ___4. Part of frame - just below the sill | d. Apron |
| ___5. Part of room construction, but closely related to the window decoration | e. Frame |
| ___6. Supports used for hanging curtains and draperies | f. Gathered valance |
| ___7. Sheer hanging over the window glass | g. Fitted valance |
| ___8. Heavy hanging at both sides of the window frame | h. Sill |
| ___9. Decorative bands of wood or fabric sometimes used across the tops of windows | i. Shade |
| ___10. A draped fabric decorative finish for the tops of windows, usually formal treatment | j. Cornice |
| ___11. Gathered or pleated cloth used at top of window, usually informal | k. Drapery |
| ___12. Fabric covered heading, often edged with fringe, used at top of window | l. Baseboard |
| | m. Venetian blinds |
| | n. Rod |

TEST ITEM 006-00-06

INSTRUCTIONS TO STUDENTS: Identify the following window shades, shutters, and blinds. Write the correct response in the blank provided.



1. _____ 2. _____ 3. _____

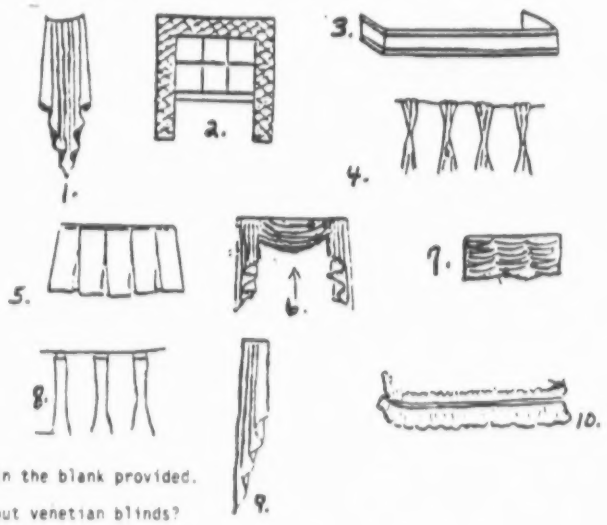
4. _____ 5. _____ 6. _____

COMPETENCY 006: Demonstrate how to select and use window treatments.

TEST ITEM 006-00-07

INSTRUCTIONS TO STUDENTS: Identify the following decorative window treatment pictured below and write the correct name of each in the blank provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____




TEST ITEM 006-00-08

INSTRUCTIONS TO STUDENTS: Indicate the correct response in the blank provided.

___1. Which of the following statement is not true about venetian blinds?

a. Venetian blinds are made of wooden, metal, and plastic strips.
b. Venetian blinds control light and ventilation.
c. Venetian blinds are quiet and are easy to clean.

___2. Which of the following statements is not true about a swag used as a window treatment?

a. A swag is a valance made of fabric which is pleated or draped across the top of a window.
b. A swag is a rigid horizontal heading of wood or metal.
c. A sway is an elegant, formal window treatment.

___3. Which of the following statements is not true about a lambrequin used as a window treatment?

a. A lambrequin is a jabot which is softly draped fabric hung at each side of a swag.
b. A lambrequin is a cornice board that extends from the top of the window down to the floor.
c. A lambrequir is a deep cornice with a highly curved bottom edge.

TEST ITEM 006-00-09

INSTRUCTIONS TC STUDENTS: Indicate which two of the following would be more suitable for draperies in a formal room setting?

___1. Bemberg

___2. Chino

___3. Corduroy

___4. Boucle'

TEST ITEM 006-00-10

INSTRUCTIONS TO STUDENTS: Indicate which fabric would be more appropriate for draperies in an informal den?

___1. Antique satin

___2. Percale

___3. Damask

___4. Cretonne

COMPETENCY 007: Demonstrate how to select and use wall treatments effectively.

TEST ITEM 007-00-01

INSTRUCTIONS TO STUDENTS: Indicate if the statement is true or false by writing T for true and F for false in the space provided.

___1. Walls occupy the largest area of a room and serve both functional and beautifying purposes.

___2. No other decorating element offers as many possibilities as wallpaper.

___3. Wood paneling would be most appropriate for a den, library, family or recreation room.

___4. Paint is the most expensive wall covering.

___5. Varnish is a thin transparent finish that leaves a smooth glossy or semi-glossy surface.

___6. Paint is easy to apply and maintain.

TEST ITEM 007-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

To extend space by optical illusion, the designer suggests that one wall be covered with:

___a. Mirror wall covering

___b. Vinyl wall covering

___c. Brick

TEST ITEM 007-00-03

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

___1. A wall treatment that can be used in any room or any style is:

a. Brick b. Ceramic tile c. Glass blocks d. Plaster

___2. A wall treatment that is suitable for kitchens is:

a. Fiber glass panels b. Flocked wallpaper c. Tile d. Fabric

___3. A wall treatment that includes terms like washable, scrubbable, pre-trimmed, and semi-trimmed is:

a. Paneling b. Fiber glass c. Wallpaper d. Fabric

TEST ITEM 007-00-04

INSTRUCTIONS TO STUDENTS: Match the advantage with the wall covering by writing the number of the correct wall covering in the space at the left.

| | | | |
|---|---|---|---|
| ___a. | Relatively low in cost and comes in a wide variety of designs | 1. | Plastic wall covering |
| ___b. | Resists moisture and comes in a wide variety of patterns | 2. | Water-based paint |
| ___c. | Waterproof and easy to clean | 3. | Wallpaper |
| ___d. | Brushes can be washed clean with water | 4. | Solvent-based paint |
| ___e. | Brushes must be cleaned with turpentine and paint thinner | 5. | Ceramic and plastic tile. |

COMPETENCY 008: Examine available choices for securing home furnishings to meet individual/family needs.

TEST ITEM 008-00-01

INSTRUCTIONS TO STUDENTS: Write the correct answers in the space provided.

List five sources of home furnishings:

TEST ITEM 008-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by those statements that are True.

___1. Home furnishings are selected on the basis of one's likes, dislikes, needs, and one's concept of design.

___2. It is very realistic in this day of affluence, to believe that a young couple, when starting their married life, should have the same things their parents now have.

___3. The cost of maintaining home furnishings should be a major factor when making selections.

___4. Two important factors in buying furnishings are price and size of items.

___5. The portion of the family budget determined for home furnishings should be the same over a long period of time.

TEST ITEM 008-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by those items that describe Knocked-Down Furniture.

___a. Ready to be assembled with few or no tools.

___b. Many pieces are designed as modular units.

___c. May be used in vertical or horizontal arrangements.

___d. Is available at stores selling only unfinished furniture.

___e. Can result in a savings of up to 40% of furnishings dollar.

___f. Comes in boxes.

___g. More expensive than assembled furniture.

___h. Excellent for temporary homes or for a person that moves frequently.

TEST ITEM 008-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the statements that best describe unfinished furniture.

___a. Sold in budget lines only.

___b. Sold in budget, medium, and luxury lines.

___c. Available at stores selling only unfinished furniture.

___d. Available at lumberyards and some department stores.

___e. May be purchased through mail order catalogs.

___f. Available in Early American, contemporary, and Mediterranean styles.

___g. Available in Early American style only.

___h. Only lower priced furniture is available.

___i. An economical means of acquiring high quality furniture.

___j. Top-of-the-line pieces have dovetailed joints in drawers, reinforced corners in tables and chairs, screws instead of nails.

___k. Allows for creativity in regard to finishes.

COMPETENCY 008: Examine available choices for securing home furnishings to meet individual/family needs.

TEST ITEM 008-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) by those items that can be classified as Multi-Purpose Furniture.

___1. Sectional wall units

___2. Tables with drop leaves

___3. Sleeper sofa

___4. Sofa

___5. Studio couch

___6. Double bed

___7. Dressing table/desk

___8. Night table

TEST ITEM 008-00-06

INSTRUCTIONS TO STUDENTS: Place a T beside the statements that are TRUE regarding the purchase of furniture for a permanent home.

___1. Study the layout of the room before purchasing furnishings.

___2. Study labels and guarantees.

___3. Make sure heavy pieces of furniture have casters for easy movement.

___4. Sit on chairs.

___5. Examine construction in wood furniture.

___6. Find out the type of construction used in upholstered furniture.

___7. Buy furniture that is flexible enough to use in another home.

COMPETENCY 009: Analyze the design features, construction techniques and materials used in different types of furniture.

TEST ITEM 009-00-01

INSTRUCTIONS TO STUDENTS: Furniture styles are generally classified into the following broad groups. Identify each by placing the term with the definition.

___1. Furniture styles which include those styles with design characteristics typical of master craftsmen of past generations. It was first designed for royal courts and nobility.

___2. Styles which include those designs which were copied in simplified versions for the masses. Used in the earlier days by the middle-class farmer and merchant.

___3. A broad group of designs that represent a break from the past and reflect the needs of today. The beauty of this style lies in simplicity of line, smooth contours and effective use of materials.

a. Modern/Contemporary b. Traditional c. Provincial

TEST ITEM 009-00-02

INSTRUCTIONS TO STUDENTS: Match the terms in Column B with the descriptions in Column A.

| | Column A: Descriptions | Column B: Terms |
|---|---|---|
| ___1. | Measure of time when certain design characteristics were popularized | a. Reproduction<br>b. Period<br>c. Motif<br>d. Antique<br>e. Fashion<br>f. Style |
| ___2. | Furniture that comes and goes with the season | |
| ___3. | When best designs of each era have lived and been copied | |
| ___4. | Untouched original from a particular era and has stood the test of time | |
| ___5. | Another name for decorative design | |

TEST ITEM 009-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A customer can best find assurance of good quality through:

___a. Paying the highest prices for furniture

___b. Informative displays and employees

___c. Looking at the outer appearance of furniture pieces

TEST ITEM 009-00-04

INSTRUCTIONS TO STUDENTS: Identify the construction details to look for when purchasing quality furniture. Place the number in the blank provided.

___a. Heavy-duty drawer guides

___b. Durable drawer bottoms

___c. Drawer interiors sanded and sealed

___d. Selected hardwoods

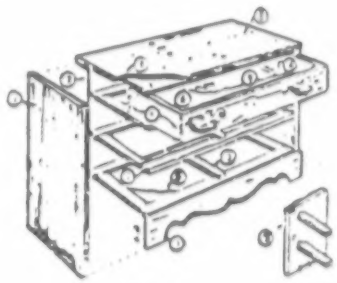
___e. Drawers - dovetailed joints

___f. Backs recessed into ends

___g. Mortise and tenon joints

___h. Well mounted top and sides

___i. Dust panels between drawers



COMPETENCY 009: Analyze the design features, construction techniques and materials used in different types of furniture.

TEST ITEM 009-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

If you choose a sofa because it is comfortable to sit in, you are making a decision primarily on the basis of:

___a. The function of the furniture

___b. The elements of design

___c. Your personality

___d. Energy efficiency

TEST ITEM 009-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which best describes the construction of a chest of drawers labeled "walnut veneer"?

___a. It is made of solid walnut throughout.

___b. It is made of a light-colored wood stained to resemble walnut.

___c. It is covered with a synthetic material to simulate the appearance of walnut.

___d. Its surface is covered with thin sheets of actual walnut wood.

TEST ITEM 009-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A feature which does not add quality to upholstered furniture is a:

___a. Softwood frame

___b. Corner brace

___c. Firmly woven outer fabric

TEST ITEM 009-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Different types of joints are used in furniture constructions. Which of the following is not correct?

___a. Butt

___b. Mitered

___c. Dovetail

___d. Contour

TEST ITEM 009-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A hardwood used in furniture construction is:

___a. Cedar

___b. Pine

___c. Spruce

___d. Walnut

COMPETENCY 009: Analyze the design features, construction techniques and materials used in different types of furniture.

TEST ITEM 009-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A softwood that is used for constructing furniture is:

___a. Maple

___b. Oak

___c. Pecan

___d. Redwood

TEST ITEM 009-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Drawers of good quality furniture have:

___a. Double dowel joints

___b. Dovetail joints

___c. Tongue and groove joints

___d. Butt joints

TEST ITEM 009-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The most important consideration when choosing sleep furniture is:

___a. Number of springs

___b. Size of springs

___c. Comfort

___d. Amount of padding

TEST ITEM 009-00-13

INSTRUCTIONS TO STUDENTS: Write the name of the part labeled on the cross-section of an upholstered chair.

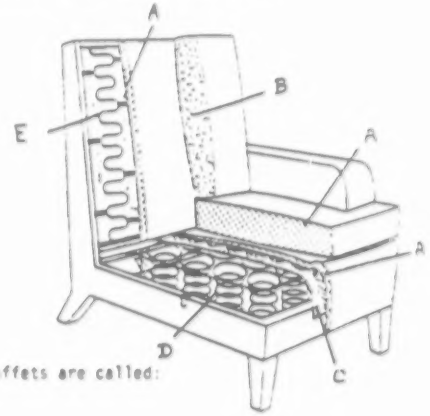
a. _____

b. _____

c. _____

d. _____

e. _____




TEST ITEM 009-00-14

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Pieces of furniture used for holding articles such as desks, dressers, and buffets are called:

___a. Case goods

___b. Chest pieces

___c. Box goods

COMPETENCY 009: Analyze the design features, construction techniques and materials used in different types of furniture.

TEST ITEM 009-00-15

INSTRUCTIONS TO STUDENTS: Place an (a) beside the correct response.

Furniture pieces which are designed to be used together in a specific room make up a furniture:

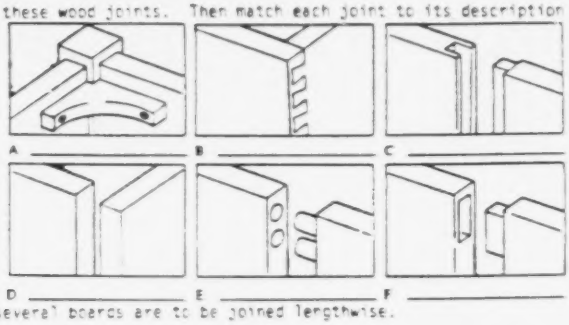
___a. Collection

___b. Group

___c. Suite

TEST ITEM 009-00-16

INSTRUCTIONS TO STUDENTS: Identify these wood joints. Then match each joint to its description below.




___1. This joint is used where several boards are to be joined lengthwise.

___2. One board is simply glued or nailed flush to another board which produces this weak joint.

___3. Glued wooden dowels fit into drilled holes in both pieces of wood which produces a very strong joint.

___4. This joint will support and reinforce the furniture frame and it keeps one side from pulling away from the other.

___5. One of the strongest joints used in furniture, it is commonly found when a notch is made in a solid piece of wood and is fitted tightly into a hole cut in an adjoining piece of wood.

___6. Found in drawers of good quality furniture, this joint is used in fastening two pieces of wood that meet at right angles.

COMPETENCY 010: Describe how to coordinate furniture for function and beauty.

TEST ITEM 010-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Furniture should be arranged in accordance with:

___a. An overall plan for the house

___b. What is on sale

___c. What a decorator suggests

___d. The latest styles in magazines

TEST ITEM 010-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Pictures should be placed:

___a. As other furniture is placed

___b. After all furniture is placed

___c. Before all furniture is placed

___d. When selected and received

TEST ITEM 010-00-03

INSTRUCTIONS TO STUDENTS: Place an 'x' beside the correct response.

Which is the most important consideration for placing furniture?

___a. The function of the room

___b. Health and relaxation

___c. Ease of care and cleaning

___d. Appearance

TEST ITEM 010-00-04

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. One should place furniture so that the room as a whole appears balanced.

___2. In arranging furniture, one should select a center of interest and subordinate all other interests to it.

___3. Furniture should be grouped according to activity.

___4. Place large pieces of furniture parallel with long walls.

___5. Place large pieces of furniture first.

___6. Periods of furniture may be mixed in a grouping.

___7. Provide enough space for passageways.

COMPETENCY 010: Describe how to coordinate furniture for function and beauty.

TEST ITEM 010-00-05

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. Use groupings in furniture arrangements that serve specific functions.

___2. Open spaces in small rooms create a feeling of space.

___3. Traffic lanes in a room are often referred to as paths.

___4. A well-planned home includes areas for working, relaxing, eating and social interaction.

___5. Energy is saved when furniture is placed where it is convenient to use and easy to care for.

___6. Maintain good proportion and balance.

___7. Wood and upholstered furniture should not be mixed.

___8. The function of furniture pieces should be kept in mind when arranging furniture.

___9. The size, shape, and openings of a room limit the alternatives available for arrangement of furnishings in the room.

___10. Family composition, values, goals, standard of living, available funds, and space determine the selection and arrangement of furnishings in the home.

TEST ITEM 010-00-06

INSTRUCTIONS TO STUDENTS: Place the letter of the correct response in the blank space to the left of the statement.

___1. Furniture cutouts drawn to the scale of the floor plan

___2. Measuring a room or piece of furniture and allowing a square to represent one square foot of room or furniture

___3. A sofa and two chairs

___4. A path through a room that flows around conversation and living areas

___5. Areas in a room that will be occupied when using a piece of furniture

___6. An area of the room that is given special emphasis by the arrangement of the furniture or accessories

___7. Anything in the room other than the furniture, wall coverings, floor coverings, and window treatments

___8. A combination of furnishings of different periods and styles arranged to show the personality and individuality of the owner

___9. An opened shelving unit that can be used in a variety of ways in a room

___10. A professional person who's job is to give advice and help select furnishings for a customer's room or house

a. Conversation area
b. Used space
c. Scale drawings
d. Templates
e. Interior designer
f. Eclectic
g. Accessories
h. Focal point
i. Etogere
j. Traffic patterr

TEST ITEM 010-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The mixing of various furniture styles in a pleasing manner is a popular decorating style. This is called:

___1. Traditional

___2. Contemporary

___3. Provincial

___4. Eclectic

COMPETENCY 011: Evaluate household textiles from the standpoints of function and decorative use.

TEST ITEM 011-00-01

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

Fiberglass is often used for curtains and draperies in commercial establishments because it is _____.

TEST ITEM 011-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following does not refer to size of beds?

___a. Youth

___b. King

___c. Count

___d. Queen

TEST ITEM 011-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Peggy has a quilted chintz printed bedspread in her bedroom. Peggy would like two round pillows made in blue for the bed. Her best selection would be:

___a. Linen

___b. Nubby Tweed

___c. Polished cotton

___d. Sail cloth

TEST ITEM 011-00-04

INSTRUCTIONS TO STUDENTS: Listed below are texture qualities one should look for when selecting satisfactory upholstery or drapery fabric. Before each statement indicate if you feel it applies to upholstery only, drapery only or to both. Sue the following: U = upholstery only; D = drapery only; B = both need this quality.

___1. Not necessarily smooth to the touch, but not scratchy

___2. Has a pleasing "hand" so that it hands nicely

___3. Dimensionally stable - does not shrink even in a loose weave

___4. Does not snag easily

___5. Durable content

___6. Has special twist, design, yarns or weaves to give an exciting appearance

___7. Plenty of body so that it wears well

___8. Firmly woven but not stiff

___9. Dimensionally stable with a fairly tight weave

TEST ITEM 011-00-05

INSTRUCTIONS TO STUDENTS: Identify the textural effect of the following fabrics used in decorating. If the fabric is more suited to a formal decor, place F before the statement. If the textural effect lends itself to a more informal situation, place I before the statement.

___1. Brocade

___2. Velvet

___3. Herculon basket weave

___4. Casement material

COMPETENCY 011: Evaluate household textiles from the standpoint of function and decorative use.

TEST ITEM 011-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is NOT a durable upholstery fabric?

___a. A fabric with long floats

___b. A pile fabric

___c. A heavyweight fabric

___d. A fabric with a tight, close weave

TEST ITEM 011-00-07

INSTRUCTIONS TO STUDENTS: Match the fabrics which would be appropriate for draperies and upholstery with the furniture styles.

Column A: Fabrics

___1. Floral patterns, quilted prints, glazed chintz

___2. Small to large patterns, quilted elegant fabrics, delph blue

___3. Satins, brocades, soft floral prints, pastel colors

___4. Modern flat fabrics, tweeds, floral prints, all colors

Column B: Furniture Styles

a. French Provincial
b. Early American
c. Traditional
d. Italian Provincial
e. Contemporary

COMPETENCY 012: Analyze the selection of household equipment in terms of individual/family needs and resources available.

TEST ITEM 012-00-01

INSTRUCTIONS TO STUDENTS: Indicate the correct response by placing a T if the statement is true and a F if the statement is false.

___1. One should read and save the manufacturer's instruction manual for care and use of each piece of equipment.

___2. A frost-free refrigerator uses more energy than a standard model.

___3. Microwave ovens use more electricity than conventional ones.

TEST ITEM 012-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In _____ ovens, foods are baked and roasted in a stream of heated air.

___a. Conventional

___b. Convention

___c. Microwave

___d. Conventional/Microwave combination

TEST ITEM 012-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Trash compactors will NOT handle:

___a. Glass bottles

___b. Plastic cartons

___c. Aerosol cans

TEST ITEM 012-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

About how much refrigerator space does an adult need?

___a. 2 cubic feet (57 liters)

___b. 4 cubic feet (113 liters)

___c. 6 cubic feet (170 liters)

___d. 8 cubic feet (226 liters)

COMPETENCY 013: Analyze accessory choices from the standpoint of functional and aesthetic value.

TEST ITEM 013-00-01

INSTRUCTIONS TO STUDENTS: The following statement pertain to factors involved in the selection and use of accessories. Place an (x) beside the correct response.

Accessories used in the home should:

___a. Express one's personality

___b. Be used sparingly

___c. Represent the same period

___d. Follow same color pattern

TEST ITEM 013-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the incorrect statement.

A well chosen accessory:

___a. Is functionally sound

___b. Is individually beautiful

___c. Harmonizes with other furnishings

___d. Increases the value of a room

TEST ITEM 013-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The decision to make home accessories is influenced by:

___a. Personal skill

___b. Available time

___c. Available income

___d. Peer group approval

TEST ITEM 013-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

To insure quality accessories, one should consider:

___a. Beauty

___b. Workmanship

___c. Materials used

___d. Good design

TEST ITEM 013-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mary and Tom did not have money to spend for accessories, but they needed more color in their living room. Which of these would be a desirable choice?

___a. Flower arrangements

___b. Scatter pillows

___c. Textile hanging

___d. Pottery

COMPETENCY 013: Analyze accessory choices from the standpoint of functional and aesthetic value.

TEST ITEM 013-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following flower containers would be most suitable for arranging flowers for a formal dinner table decoration?

___a. A basket with waterproof container

___b. A brightly flowered bowl

___c. An earthenware container

___d. A silver Revere bowl

TEST ITEM 013-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The accessories used in decorating categorized as functional include:

___a. Clocks, flower arrangements, lamps

___b. Clocks, lamps, ash trays

___c. Mirrors, bric-a-brac, books

TEST ITEM 013-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Decorative accessories include:

___a. Mirrors, pictures, ash trays

___b. Decanters, mirrors, flower arrangements

___c. Pictures, figurines, flower arrangements

TEST ITEM 013-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following items are considered accessories?

___1. Couch

___2. Pictures

___3. End table

___4. Table lamp

___5. Knife-edge pillow

___6. Crystal candle sticks

TEST ITEM 013-00-10

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

Many accessories are classified as functional or decorative or both. Classify the following by placing before each item an F for functional, D for decorative or B for both.

___1. Vase

___2. Floor lamp

___3. Plaques

___4. Knick-nacks

___5. Ash tray

COMPETENCY 013: Analyze accessory choices from the standpoint of functional and aesthetic value.

TEST ITEM 013-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Identify the accessories which would not be "at home" in a formal setting or room.

___1. Framed diploma

___2. Collection of fine china tea cups

___3. Crystal vase

___4. Family pictures and snap shots

___5. Oil painting - "Blue Boy"

TEST ITEM 013-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In a living room setting using a French Provincial decor, which one of the following accessories would be the best selection to be placed behind a couch?

___1. Gold framed mirror

___2. Picture of a pretty red barn

___3. A heavy red and black Spanish plaque

___4. Grouping of family snap shots with black matting

TEST ITEM 013-00-13

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Select from the list below the accessory that would help create an Early American mood and help carry out a triad color scheme of red, blue, and yellow.

___1. Large picture of colonial clipper ship on a deep blue sea

___2. Pair of crystal lamps

___3. Yellow satin pillows for the couch

COMPETENCY 014: Demonstrate how to improvise, construct or renovate selected items of home furnishings to extend resources.

TEST ITEM 014-00-01

INSTRUCTIONS TO STUDENTS: Indicate the correct response.

Place an (x) in the blank beside the statements that are True.

___1. Paint brings new life to old furniture

___2. One man's trash could be another man's treasure

___3. Talents or abilities affect one's choices in extending resources

TEST ITEM 014-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Instead of making curtains, the Andersons plan to decorate their window shades by gluing fabric to them. Of the following fabrics, which would be the most practical for their purpose?

___a. Burlap

___b. Wool

___c. Jersey

___d. Cotton

TEST ITEM 014-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The decision to make home accessories is influenced by:

___a. Personal skill

___b. Available time

___c. Available income

___d. Peer group approval

COMPETENCY 015: Demonstrate measures to promote home safety.

TEST ITEM 015-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A smoke alarm should be installed on which of the following floors?

___a. The main floor

___b. Each area with bedrooms

___c. The attic

___d. All of the above

TEST ITEM 015-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following are safety rules which should be followed when working around the house?

___a. Treat electricity with respect and caution

___b. Turn off the main power source before making repairs

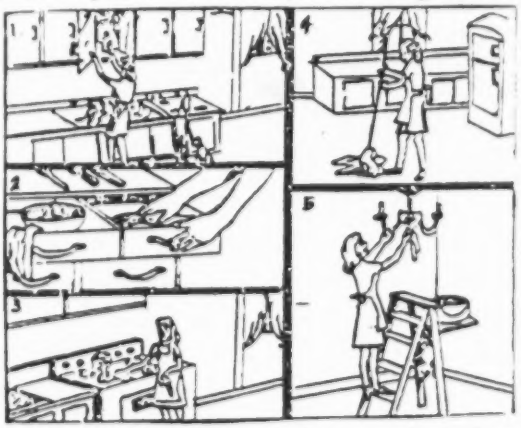
___c. Make sure the floor and your hands are dry

___d. Unplug appliances before repairing them

___e. All of the above

TEST ITEM 015-00-03

INSTRUCTIONS TO STUDENTS: The pictures are illustrations of potential safety hazards in places in which you might find yourself working. Read each of the following statements carefully and mark it T for true or F for false on your answer sheet.




___1. Medicines and cleaning agents should be marked, placed in locked area and out of reach of children.

___2. A pan of water and cleaning cloths placed in the area in which one is cleaning will prevent spills on the floor and other surfaces.

___3. Wipe foods immediately from a burner to prevent odors, stains, and possible fires.

___4. Wipe up all spills on floor right away because one tiny spot can cause a slip of the foot.

___5. Stand on a ladder that has a platform for articles when cleaning out-of-reach- places.

COMPETENCY 016: Interpret benefits derived through provision of safe and attractive environment in homes and community.

TEST ITEM 016-00-01

INSTRUCTIONS TO STUDENTS: Complete the statement that follows.

List at least five (5) precautions which can help cut down on robberies in the home.

TEST ITEM 016-00-02

INSTRUCTIONS TO STUDENTS: Place an 'x' beside the correct response.

A location within a neighborhood is called a:

___a. Boundary

___b. Community

___c. Site

___d. Zone

TEST ITEM 016-00-03

INSTRUCTIONS TO STUDENTS: Complete the following.

The neighborhood setting of a house, townhouse, or apartment affects its _____ and _____.

TEST ITEM 016-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by those community services that add to the value and liveability of a home.

___1. Police protection

___2. Fire protection

___3. Shopping facilities

___4. Hospital or clinic

___5. Sports complex

___6. Recreational facilities

___7. Entertainment center

___8. Public transportation

___9. Trash removal

___10. Street cleaning

COMPETENCY 017: Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

TEST ITEM 017-00-01

INSTRUCTIONS TO STUDENTS: Good housekeeping is essential and involves the performance of many tasks. Write A if the phrase pertains to a household task and B if it does not.

___1. Dusting and cleaning furnishings

___2. Dusting and cleaning floors, walls, windows, etc.

___3. Cleaning mirrors

___4. Cleaning refrigerators, stoves, etc.

___5. Waxing the car

___6. Organizing storage areas

___7. Washing and ironing

TEST ITEM 017-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Ms. Lou Evans has a lot of things to do. Among her responsibilities are her job from 8:30 am until 4:00 pm each workday and exercise class on Tuesday night from 6:00 pm until 8:00 pm. Lou likes to have her weekends free for travel. Lately, Lou has had a hard time finding time for her housework. She needs to perform the following tasks:

| | |
|---|---|
| Vacuum | Clean fixtures in bathroom |
| Dust furniture | Clean kitchen and bath floor |
| Laundry | Empty trash |
| Change linens | Wash dishes |

Which of the following is the best sequence for Lou to follow in order to work efficiently?

___a. Vacuum, dust, change linens

___b. Change linens, dust, vacuum

___c. Dust, vacuum, change linens

___d. Dust, change linens, vaccum

Which of the following housecleaning schedules will NOT meet Lou's needs?

| | Schedule A | Schedule B | Schedule C | Schedule D |
|---|---|---|---|---|
| Monday | Empty trash<br>Wash dishes<br>Do laundry | Clean kitcher<br>Wash dishes | Change liners<br>Wash dishes | Change linens<br>Wash dishes<br>Do laundry |
| Tuesday | Wash dishes | Wash dishes | Clear bathroom<br>Wash dishes | Wash dishes |
| Wednesday | Charge liners<br>Wash dishes<br>Vacuum | Empty trash<br>Wash dishes | Dust<br>Wash dishes<br>Vacuum | Dust<br>Wash dishes<br>Vacuum |
| Thursday | Wash dishes<br>Dust<br>Clean kitcher | Wash dishes<br>Clean bathroom | Wash dishes<br>Do laundry | Wash dishes<br>Clean bathroom |
| Friday | Clear bathroom<br>Wash dishes | Dust<br>Vacuum<br>Wash dishes | Wash dishes<br>Empty trash<br>Clean kitcher | Wash dishes<br>Empty trash<br>Clean kitchen |
| Saturday | | Do laundry<br>Chang linens | | |

COMPETENCY 017: Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

TEST ITEM 017-00-03

INSTRUCTIONS TO STUDENTS: Write T if the statement if true or F if the statement is false.

___1. Strong detergent and hot water can be used to clean anything.

___2. Study the instruction manual before any equipment is to be used.

___3. Time schedules should be flexible in order to include an occasional emergency.

___4. Cleaning techniques and methods are determined by what is to be cleaned.

___5. The sweeping of steps and porches each morning reduces the amount of dirt that is tracked in the house each day.

___6. A receptacle for wet umbrella's should be placed near the door.

___7. Vacuum cleaning is needed daily of carpets located in heavy traffic areas.

___8. Wood furniture should be dusted at least once every two weeks.

___9. A damp cloth on wooden furniture is usually sufficient for removal of dust.

___10. The cellophane paper on lamp shades should remain intact to prevent the collection of dust.

TEST ITEM 017-00-04

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statment is false.

___1. Use a rotation schedule by doing a special cleaning job each week.

___2. Clean a range daily as well as weekly.

___3. Clean frost-free refrigerators as often as the manually-defrosted models.

___4. Flush scalding water down a sink drain to prevent collection of grease.

___5. Dust furniture with a cloth but do not use a vacuum cleaner.

___6. Use a furniture polish rather than a wax on furniture.

___7. Remove stains on furniture with lemon oil or linseed oil.

___8. Place heavy, but seldom used, objects on the upper shelves in a cabinet or closet.

___9. Arrange furniture so that traffic lanes are uncluttered.

___10. Use spot-light-type lamps for close work.

___11. Use rubber cords and plugs in kitchens, utility rooms, and bathrooms.

___12. Put food away immediately after a meal, but wash dishes later.

TEST ITEM 017-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statements that are True.

___1. Proper cleaning and upkeep of the home are important to its appearance, efficiency, and livability.

___2. The need for cleaning and upkeep varies with the number of people in the home.

___3. The ages of family members have little influence on the cleaning and upkeep procedures practiced in a home.

COMPETENCY 017: Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

TEST ITEM 017-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those housekeeping jobs that are usually done on an occasional or seasonal basis:

___1. Cleaning and waxing floors

___2. Waxing furniture

___3. Dusting wood furniture

___4. Vacuuming upholstered furniture

___5. Shampooing carpets

___6. Washing walls and woodwork

___7. Cleaning window shades or blinds

___8. Cleaning the bathroom

___9. Washing windows

___10. Cleaning wallpaper

TEST ITEM 017-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside the answer that best completes this statement.

The best way to set up a schedule for budgeting time would be to:

___ a. Use a time schedule suggested by an expert

___ b. Time the work with a clock for a few days

___ c. Try out a schedule and then make the necessary changes

___ d. Estimate how fast you can work

TEST ITEM 017-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Ways to make housekeeping jobs more interesting include all of the following except:

___a. Having a goal

___b. Trading jobs

___c. Working slowly

___d. Working to music

___e. Working quickly

TEST ITEM 017-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Housekeeping jobs that must be done every day or week are called:

___a. Routine cleaning

___b. Daily tasks

___c. Service chores

COMPETENCY 017: Demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

TEST ITEM 017-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Ways to save cleaning time include all of the following except:

___a. Start several projects at one time

___b. Have a regular time for cleaning

___c. Keep the cleaning supplies in order

___d. Clean up after accidents immediately

___e. Find places for personal things and keep them there

TEST ITEM 017-00-11

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statment is false.

___1. Using a cleaning basket or caddy helps to keep items needed well organized and readily available.

___2. Regardless of the equipment used, a task will be completed quickly if the work is well organized.

___3. If a husband and wife are both employed outside the home, both, as well as children in the family, should share in the performance of household tasks.

___4. An individual's knowledge and skills are considered personal resources available for performing homemaking responsibilities.

TEST ITEM 017-00-12

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is an important consideration in planning the use of time for household tasks?

___a. The plan should be flexible enough to allow for interruptions.

___b. The plan should reflect the results of expert studies under test conditions.

___c. The exact amount of time needed to perform each task should be determined.

___d. Most activities should be planned for the early morning.

COMPETENCY 018: Describe the care of the selected home furnishings and accessories.

TEST ITEM 018-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

An electrical appliance that can be washed by completely submerging it in water will be labeled:

___a. Insulated

___b. Immersible

___c. Thermostatically controlled

___d. Permanently lubricated

TEST ITEM 018-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The enamel-finished exterior of ranges and refrigerators is best cleaned with:

___a. Scouring powder

___b. Detergent

___c. Mild acid solution

___d. Baking soda solution

TEST ITEM 018-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The best way to clean small, deeply tufted throw rugs is to:

___a. Use a vacuum cleaner

___b. Use a carpet sweeper

___c. Shake it by hand

___d. Use a broom

TEST ITEM 018-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Floor waxes that are marketed in liquid form usually self-polishing, drying with an abrasion-resistant luster or dull finish requiring buffing are:

___a. Solvent based waxes

___b. Water based waxes

___c. Paste waxes

___d. Specialty waxes

TEST ITEM 018-00-05

INSTRUCTIONS TO STUDENTS: Match the type of wax to the type flooring that it can be used with.

| Flooring Types | | Wax Types |
|---|---|---|
| ___1. | Wood | a. Water base |
| ___2. | Vinyl | b. Solvent base |
| ___3. | Flagstone | c. Either type |
| ___4. | Smooth brick | |
| ___5. | Slate | |
| ___6. | Sealed terrazzo | |

COMPETENCY 018: Describe the care of the selected home furnishings and accessories.

TEST ITEM 018-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank beside those statements that describe proper procedures for washing a wall.

___1. Assemble all necessary supplies.

___2. Experiment behind a large piece of furniture until you are successful in washing and overlapping an area.

___3. Begin at the ceiling and wash toward the floor.

___4. Begin at the bottom and wash toward the ceiling.

___5. Wash with a rotary motion, covering an area of about 2 feet at a time.

___6. Wash in an up and down motion.

___7. Overlap the clean area as you progress.

___8. Change the water as it becomes soiled.

TEST ITEM 018-00-07

INSTRUCTIONS TO STUDENTS: Match the sodium compound to the cleaning tasks for which it is used most frequently.

| Cleaning Tasks | Sodium Compound |
|---|---|
| ___1. Remove stains from china, deodorize drains, make jewelry sparkle, clean refrigerators and tiles | a. Sodium hypochlorite (chlorine bleach) |
| ___2. Washing floors, cleaning traps and drains, cleaning gas burners, washing greasy pots and pans, water softener | b. Sodium carbonate (washing soda) |
| ___3. Laundry bleach for fabrics, disinfectant, remove stains from bathtubs, sinks, enamelware, tiles, woodwork, mildew remover | c. Sodium bicarbonate (baking soda) |
| ___4. Great stain remover for washable and non-washable materials | d. Sodium perborate (fabric bleach) |

COMPETENCY 019: Describe basic principles for the selection and organization of storage needed for individual/family possessions.

TEST ITEM 019-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In a well-planned storage area, items used frequently are arranged near the:

___a. Place of first use

___b. Place where they are easily seen

___c. Can be removed without moving other items

___d. Have easy to read labels

TEST ITEM 019-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

An appropriate storage accessory

___a. Aids in the organization of the home storage area

___b. Aids in the maintenance of the home storage area

___c. Can be easily used

___d. Is durable and safe

TEST ITEM 019-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In planning storage space, a general rule is to:

___a. Color code all items by function

___b. Arrange items by height, with the tallest items in the rear of the storage center

___c. Store supplies at their point of first use

___d. Store supplies at the work center where they will be used

TEST ITEM 019-00-04

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. Ample storage space is desirable.

___2. Adjustable storage shelves are more convenient for storage than permanent shelves.

___3. Cabinet and closet storage spaces are always needed, therefore, little planning is required.

TEST ITEM 019-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Desks, chests and dressers are examples of

___a. Built-in storage

___b. Common-use storage

___c. Storage furniture



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COMPETENCY 020: Explore career opportunities related to interior decorating.

TEST ITEM 020-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is a correct description of knowledge and skills needed by a drapery maker?

___a. Skilled in handwork

___b. Knowledge of textiles

___c. Knowledge of color and design

___d. All of the above

TEST ITEM 020-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is a DISADVANTAGE of working as an interior designer?

___a. The designer recommends colors

___b. The designer must make sketches of room arrangments

___c. The designer has access to many sample designs

___d. The services of an interior designer may be omitted if budget is tight

COMPETENCY 019: Describe basic principles for the selection and organization of storage needed for individual/family possessions.

TEST ITEM 019-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In a well-planned storage area, items used frequently are arranged near the:

___a. Place of first use

___b. Place where they are easily seen

___c. Can be removed without moving other items

___d. Have easy to read labels

TEST ITEM 019-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

An appropriate storage accessory:

___a. Aids in the organization of the home storage area

___b. Aids in the maintenance of the home storage area

___c. Can be easily used

___d. Is durable and safe

TEST ITEM 019-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In planning storage space, a general rule is to:

___a. Color code all items by function

___b. Arrange items by height, with the tallest items in the rear of the storage center

___c. Store supplies at their point of first use

___d. Store supplies in the work center where they will be used

TEST ITEM 019-00-04

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. Ample storage space is desirable.

___2. Adjustable storage shelves are more convenient for storage than permanent shelves.

___3. Cabinet and closet storage spaces are always needed, therefore, little planning is required.

TEST ITEM 019-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Desks, chests and dressers are examples of:

___a. Built-in storage

___b. Common-use storage

___c. Storage furniture

COMPETENCY 021: Analyze geographic and cultural differences in family housing.

TEST ITEM 021-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Life in the _____ resulted from the emergence of a strong middle class.

___a. Inner city

___b. Outskirts of a city

___c. Suburbs

___d. Rural areas

TEST ITEM 021-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The act of setting apart a group of people is:

___a. Integration

___b. Migration

___c. Congregation

___d. Segregation

TEST ITEM 021-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The term macroenvironment refers to:

___a. A transport system

___b. Community facilities

___c. The housing industry

___d. All of the above

COMPETENCY 022: Analyze the effects of city growth or housing and living conditions.

TEST ITEM 022-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mass migration to industralized cities often produced conditions which were:

___a. Unsafe

___b. Unsanitary

___c. Very crowded

___d. All of the above

TEST ITEM 022-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

What historical event occurred that caused the Americans to bring the Industrial Revolution to our country?

___a. Civil War

___b. World War I

___c. War of 1812

___d. American Revolution

TEST ITEM 022-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Factories provided jobs which resulted in large numbers of people living in a small area. In order to accommodate these people large buildings were built to live in. These six-story buildings were called:

___a. Condos

___b. Apartments

___c. Slums

___d. Tenements

TEST ITEM 022-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The social climate of the neighborhood is determined by:

___a. The limits set by developers

___b. The size of the living units

___c. The type and number of people living there

___d. The type of zoning

TEST ITEM 022-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Apartments in a building or building complex that are individually owned by the people who live in them are:

___a. Mobile homes

___b. Condominiums

___c. Duplexes

___d. Townhouses

COMPETENCY 023: Interpret the influence that government decisions have on private homes, subsidized housing and housing for the aging.

TEST ITEM 023-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Standards set for construction of new housing on such technical details as wiring and plumbing are known as:

___a. High standards

___b. Construction details

___c. Specifications

___d. Building codes

TEST ITEM 023-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In 1934, Congress established the Federal Housing Administration which insured loans for home construction. What event in history led to this act?

___a. World War I

___b. The Depression

___c. World War II

___d. Civil War

TEST ITEM 023-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Public housing projects were begun in the 1930's. These projects were established to provide housing for:

___a. Migrant workers

___b. Low-income families

___c. Military personnel

___d. Middle-income families

TEST ITEM 023-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

There have been standards developed in the housing industry. What cabinet at the federal level insure their implementation?

___a. HEW

___b. FHA

___c. HUD

___d. FDA

TEST ITEM 023-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mr. and Mrs. Cortez live in a very run-down neighborhood. They have to move because their apartment is going to be demolished and replaced by a new low-cost housing project in which they will be eligible tenants. This type program is usually called:

___a. Discrimination

___b. Urban redevelopment

___c. Displaced persons

___d. Poverty

COMPETENCY 024: Interpret factors which influence decisions on housing to meet individual and family needs.

TEST ITEM 024-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A family's housing needs depend largely on the:

___a. Size and make-up of the family

___b. Income and activities of family members

___c. Family status

___d. "Interests" and "wants" of the family

TEST ITEM 024-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following statements are True?

I. Your income affects your living patterns.

II. A single person's housing needs are different from a couple's housing needs.

___a. I only

___b. II only

___c. Both I and II

___d. Neither I nor II

TEST ITEM 024-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following statments are True?

I. A person's values may influence his choice of housing.

II. The location of a home is not an important factor to consider.

III. The distance of housing from your job is an unimportant consideration.

___a. I only

___b. II only

___c. III only

___d. I, II, and III

TEST ITEM 024-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Numerous changes in society influence housing design and home furnishings. Which of the following has the greatest influence?

___a. Women working outside the home

___b. Decrease in employed help in the home

___c. Decrease in family size

___d. All of the above

TEST ITEM 024-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The Jones' are in the expanding stage of their family life cycle. How may this influence their choice of housing?

___a. Need for more bedrooms

___b. Need for larger yard

___c. Need for fewer bedrooms

___d. Need to be closer to school

___e. All except "c"

TEST ITEM 024-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Mr. and Mrs. Smith are elderly and handicapped. They are looking for a more suitable residence. Which of the following should they consider?

___a. Entrance ramps

___b. Laundry rooms in each building

___c. Elevators between floors

___d. Monthly rent

___e. All of the above

TEST ITEM 024-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the best response(s) to the question.

Which of the following would be an important consideration in choosing a place to live?

___a. Social distance

___b. Community

___c. Neighborhood

___d. Region

TEST ITEM 024-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) in the space by the best response(s) to the question.

Which of the following are major categories to consider when making housing decisions?

___a. Acquisition

___b. Neighborhood

___c. Form

___d. Location

COMPETENCY 024: Interpret factors which influence decisions on housing to meet individual and family needs.

TEST ITEM 024-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statements that are True.

___1. The number of people in a family is less of an influencing factor in determining what is needed in housing than the kind and amount of furnishings available.

___2. People who are very mobile in their employment tend to seek housing that may easily be disposed of such as renting rather than buying.

___3. All families in the same income level usually have the same type of housing regardless of their life style.

___4. Housing standards are influenced by incomes, values, attitudes and desire for social status.

___5. Many families with school age children consider the school district of a neighborhood as a major factor in selection of housing.



COMPETENCY 033: Compare major heating fuels in terms of efficiency, cleanliness and costs.

TEST ITEM 033-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following heating systems does not require fossil fuel to operate?

___a. Oil heater

___b. Coal furnace

___c. Gas logs

___d. Wood burning stove

TEST ITEM 033-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following does not describe a type of heating system?

___a. Steam

___b. Hot water

___c. Electric heat pump

___d. Ventilation

TEST ITEM 033-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are True.

___1. Ceiling fans circulate both warm and cool air

___2. Some fuels are cleaner than others

___3. Heating system sizes vary according to floor plans

COMPETENCY 025: Evaluate suitability of housing alternatives in terms of individual and family needs.

TEST ITEM 025-00-01

INSTRUCTIONS TO STUDENTS: Write T if the statement is true or F if the statement is false.

___1. Housing may be identified as either single or multiple unit dwellings.

___2. All families have the same basic needs in housing yet, how the space is arranged will vary because of individual differences.

___3. A ranch style house is suitable for a sloping site and has two short flights of interior stairs.

___4. Storage is one of the important features to be considered in selecting housing.

___5. Living areas in a dwelling include rooms used for group and personal activities.

TEST ITEM 025-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is not considered a multi-unit dwelling?

___a. Duplex

___b. Mobile home

___c. Apartment

___d. Condominium

TEST ITEM 025-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A rambling one story house, with no interior stairs and usually occupying a relatively large land area is called a:

___a. Split-level

___b. Colonial

___c. Saltbox

___d. Ranch

TEST ITEM 025-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

One reason wood is a popular exterior building material is that it is:

___a. Often less expensive than other materials

___b. Relatively fireproof

___c. The most effective insulator

___d. Unaffected by weather conditions

COMPETENCY 025: Evaluate suitability of housing alternatives in terms of individual and family needs.

TEST ITEM 025-00-05

INSTRUCTIONS TO STUDENTS: Match the type of housing in the first column with the appropriate definition by placing the correct number in the space provided at the left.

___a. Development house
___b. Prefabricated house
___c. Custom-built house
___d. Mobile home
___e. Cooperative apartment
___f. Condominium
___g. Rented apartment or house

1. The buyer receives stock in the corporation that manages the building and grounds.
2. A movable dwelling.
3. A house specially designed to suit the needs of the owner.
4. A house partially assembled in a factory
5. Each individual owns an apartment or townhouse and a share of the grounds.
6. Use of living space in return for a monthly fee.
7. One of many similar houses in a large subdivision.

TEST ITEM 025-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is NOT a limiting factor in choosing a house?

___a. Too much knowledge
___b. The cost of housing
___c. The size of a family
___d. Location

TEST ITEM 025-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

When you leave home, your first dwelling will probably be:

___a. A rental unit
___b. A purchased house
___c. An inherited house
___d. A manufactured house

TEST ITEM 025-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is NOT a reason people rent?

___a. The immediate cost is lower
___b. A renter may not be responsible for repairs
___c. Less risk in renting
___d. The rental payments can be used as a down payment on permanent housing

TEST ITEM 025-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following is NOT an advantage of owning a house?

___a. A house often gains in value
___b. A house is an investment
___c. When a house is paid for it belongs to the owner
___d. The value of a house generally depreciates
___e. A home owner can decorate and remodel as desired

COMPETENCY 025: Evaluate suitability of housing alternatives in terms of individual and family needs.

TEST ITEM 025-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A declaration of ownership is important if you are:

___a. Buying a condominium unit

___b. Buying a cooperative unit

___c. Buying a single-family home

___d. Renting an apartment

TEST ITEM 025-00-11

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The two basic aspects of acquisition are:

___a. Location and cost

___b. Process and cost

___c. Process and form

___d. Location and form

COMPETENCY 026: Evaluate interior of housing in terms of comfort, convenience, and aesthetic value.

TEST ITEM 026-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following heating systems would probably be most energy efficient?

___a. Heat pump

___b. Solar system

___c. Hot-water radiation system

___d. Forced warm-air system

TEST ITEM 026-00-02

INSTRUCTIONS TO STUDENTS: Write the answer to the question in the space provided.

List five (5) technological advances that provide comfort, convenience, safety, and sanitation.

TEST ITEM 026-00-03

INSTRUCTIONS TO STUDENTS: Write the answer to the question in the space provided.

What area within your home would be considered the best space for saunas, spas or execise rooms:

TEST ITEM 026-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Traffic patters should:

___a. Provide easy access from entrances to other parts of the home

___b. Go through rooms to save space

___c. Use the same paths to lead to all three areas of the home

___d. All of the above

TEST ITEM 026-00-05

INSTRUCTIONS TO STUDENTS: Place and (x) in the blank beside the statements that are True.

___1. Deaf persons need lights to blink on telephone

___2. Wheelchair persons need a ramp

___3. Intecom systems would be helpful to bed ridden persons

COMPETENCY 026: Evaluate interior of housing in terms of comfort, convenience, and aesthetic value.

TEST ITEM 026-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

From the standpoint of comfort and convenience, major groupings of rooms in a house are:

___a. Work area

___b. Play area

___c. Social area

___d. Quiet area

TEST ITEM 026-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The dining room is part of the _____ in a home.

___a. Work area

___b. Play area

___c. Social area

___d. Quiet area

COMPETENCY 027: Describe how outdoor areas such as balconies, patios, and terraces can extend living space.

TEST ITEM 027-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Living spaces can be extended through the use of:

___a. Decks

___b. Piers

___c. Porches

___d. Patios

___e. Gardens

___f. Pools

TEST ITEM 027-00-02

INSTRUCTIONS TO STUDENTS: Indicate which of the statements are True regarding the extension of living space.

___a. All porches should be located on the south side of the house.

___b. Wicker furniture is suitable for a patio.

___c. A house can have more than one extended living area.

TEST ITEM 027-00-03

INSTRUCTIONS TO STUDENTS: Place an 'x' beside the correct response.

An open space covered with a roof that is supported by columns is a:

___a. Pediment

___b Portico

___c. Belvadere

___d. Balustrade

COMPETENCY 028: Interpret legal and financial aspects of renting a home.

TEST ITEM 028-00-01

INSTRUCTIONS TO STUDENTS: Read the following case study and complete as instructed.

Case Study #1: Pat and Jan have rented their first apartment. They are very happy to be living in their first home. Jan has inherited a lovely hooked rug from her aunt. During a rain storm, water seeped in around the windows and ruined it. Was the landlord responsible for replacement?

North Carolina real estate law requires that rental housing be livable. Check the items that are a landlord's responsibility for livable housing.

___1. It must have waterproof roof

___2. It has appropriate plumbing and is in good working order

___3. Hot and cold running water are available

___4. There is an adequate heating system in good working order

___5. The electrical lighting and wiring is in good working order

___6. The building and grounds are kept clean, sanitary, and free from debris, filth, rubbish, garbage and rodents

___7. There are adequate clean receptacles for garbage and rubbish

___8. All floors, stairways, and railings are in good repair

TEST ITEM 028-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The most common breach of contract on the part of the renter is:

___a. Damage

___b. Failure to pay rent

___c. Loud noise

___d. Misuse of facilities

TEST ITEM 028-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Forcing a renter to leave the property before the rental agreement expires is called:

___a. Foreclosure

___b. Breach of contract

___c. Assigning the lease

___d. Eviction

TEST ITEM 028-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Some families have difficulty in finding suitable housing. Which of the following is a legal reason for denying a family housing?

___a. Number of people in the family

___b. Race of family

___c. Religion

___d. Ages of family members

COMPETENCY 029: Interpret the financial and legal aspects of suitable housing.

TEST ITEM 029-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which item is generally NOT included in the closing costs when someone buys a house?

___a. Appraisal

___b. Title search

___c. Recording fees

___d. Blue print

TEST ITEM 029-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which type of mortgage is designed to help home buyers who expect their incomes to rise in the future?

___a. Fixed-rate

___b. Renegotiable-rate

___c. Variable-rate

___d. Graduated-rate

TEST ITEM 029-00-03

INSTRUCTIONS TO STUDENTS: Complete the question by writing the appropriate answers in the space provided.

List five (5) types of damages protected by comprehensive coverage in homeowner's policies.

TEST ITEM 029-00-04

INSTRUCTIONS TO STUDENTS: Complete the question by writing the appropriate answer in the space provided.

What portion of a homeowner's policy protects family members and others from accident or injury while on the property?

COMPETENCY 029: Interpret the financial and legal aspects of suitable housing.

TEST ITEM 029-00-05

INSTRUCTIONS TO STUDENTS: All of the following are laws and regulations. Place the correct letter in front of the statement to describe what it deals with.

a. Zoning Restriction
b. Building Code
d. Subdivision Restrictions

___1. Chimney walls must be capped by a 2" thick edge.

___2. The land can be used for industrial sites only - factories or warehouses.

___3. All utility lines must be underground.

___4. Lotline walls (as in townhouses) must have at least a 2 hour fire resistance rating.

___5. The division of a city into districts for ...

___6. Domestic cooking ranges must have a 2'6" clearance between the range top and cabinets above it.

___7. Buildings must have proper ventilation and electric facilities.

___8. Swimming pools, built in the ground, must be fenced 100%.

___9. Clotheslines, service yards and wood piles shall be kept screened from the view of the neighboring property.

___10. Through traffic that does not directly serve the community is restricted.

___11. Fireplaces must have noncombustible framing. A separate flue is required for each fireplace.

___12. Floors must be safe, be adequate to support all loads and avoid excessive vibrations.

___13. No unusual autos or machinery shall be on the property outside of an enclosed building.

___14. Some diversion device must be installed on a home for run off of rain water.

COMPETENCY 030: Describe community resources that aid in making housing decisions.

TEST ITEM 030-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Sources available in the community which may help in making housing decisions are:

___a. Libraries

___b. Vocational classes

___c. Home economics extension agent

___d. All of the above

TEST ITEM 030-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by the statements that are True:

___1. All communities have the same resources

___2. Community resources will affect housing choice

___3. Location of skating rink should take top priority in housing decisions

TEST ITEM 030-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The public library is a good example of a:

___a. Community resource

___b. Human resource

___c. Personal resource

___d. Satellite resource

COMPETENCY 031: Interpret basic electric service requirements for the average home.

TEST ITEM 031-00-01

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

___1. Unit of measure for amounts of light

___2. Unit of measure for electric current

___3. Part of an incandescent bulb

___4. Part of a flourescent tube

a. Light meter
b. Mercury vapor
c. Watt
d. Footcandle or lux
e. Tungsten filament
f. Coil

TEST ITEM 031-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In order to prevent fires or electrical shock, the wiring system in a home must be attached to:

___a. Main switch

___b. General purpose circuit

___c. Grounding rod

___d. Power conductor

TEST ITEM 031-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The part of the home wiring system that consist of three service wires that are connected to the local utility line thus providing electricity to a house is the:

___a. Power conductor

___b. General purpose circuit

___c. Main switch

___d. Grounding rod

TEST ITEM 031-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

General purpose electrical circuits provide _____ volts of electricity.

___a. 150

___b. 240

___c. 220

___d. 120

TEST ITEM 031-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Special purpose electrical circuits provide _____ volts of electricity.

___a. 150

___b. 240

___c. 220

___d. 120

COMPETENCY 031: Interpret basic electric service requirements for the average home.

TEST ITEM 031-00-06

INSTRUCTIONS TO STUDENTS: Place an (a) by the item that requires a general purpose electrical circuit and a (b) by those requiring specia' purpose circuits.

___1. Electric ranges

___2. Dishwashers

___3. Wall outlets

___4. Small appliances

___5. Dryers

___6. Lights

___7. Water heaters

COMPETENCY 032: Define minimum plumbing needs in the house.

TEST ITEM 032-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Washdown, siphon jet and reverse trap are all kinds of:

___a. Toilets

___b. Showers

___c. Lavatories

___d. None of the above

TEST ITEM 032-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) by the items that are considered basic plumbing needs for a home.

___1. Sink in kitchen

___2. Washbowl in bathroom

___3. Toilet

___4. Tub/Shower

___5. Hot tub

___6. Laundry sink

TEST ITEM 032-00-03

INSTRUCTIONS TO STUDENTS: Complete the following statement.

Space requirements for bathrooms vary according to _____ and _____ available.

TEST ITEM 032-00-04

INSTRUCTIONS TO STUDENTS: Complete the following statement.

The basic plumbing system in a house involves the _____ and _____.

COMPETENCY 034: Describe techniques for conserving energy and other scarce resources.

TEST ITEM 034-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A material placed in the walls and under the roof of a house to keep cold air out and warm air in (or vice versa) is:

___a. Conservation

___b. Insulation

___c. An energy-efficient rating

___d. Wattage

TEST ITEM 034-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The coolest natural light comes from the:

___a. North

___b. South

___c. East

___d. West

TEST ITEM 034-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Compared to incandescent bulbs, flourescent tubes:

___a. Are less expensive to install and replace

___b. Light up sooner

___c. Last longer

___d. Give more light from smaller space

TEST ITEM 034-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Structural lighting in a home is:

___a. Built-in

___b. Easily moved

___c. High-level lighting

___d. Low-level lighting

TEST ITEM 034-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Direct light is best for intense work areas because it:

___a. Shines toward ceilings and walls

___b. Provides the most light possible to a specific area

___c. Provides "soft" light for a large area

___d. All of the above

COMPETENCY 034: Describe techniques for conserving energy and other scarce resources.

TEST ITEM 034-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Specific lighting in a home:

___a. Is used to supplement general l ting

___b. Can be called task lighting

___c. Is needed when you read

___d. All of the above

TEST ITEM 034-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

In order to keep heating bills down it is important that the house be:

___a. Painted

___b. Insulated

___c. Wallpapered

___d. Built of wood

TEST ITEM 034-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following are sources for heating homes?

___a. Oil

___b. Wood

___c. The sun

___d. All of the above

TEST ITEM 034-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The type of structural lighting that begins near the ceiling and directs all light upward is called:

___a. Valance

___b. Cornice

___c. Cove

___d. Wall bracket

COMPETENCY 035: Perform simple home maintenance repairs.

TEST ITEM 035-00-01

INSTRUCTIONS TO STUDENTS: Complete the following statement.

A leaking compression faucet can usually be repaired by replacing a worn _____.

TEST ITEM 035-00-02

INSTRUCTIONS TO STUDENTS: Complete the following statement.

A _____ is designed for going through drain pipes to clear away clogs.

TEST ITEM 035-00-03

INSTRUCTIONS TO STUDENTS: Complete the following statement.

Name two types of screwdrivers.

TEST ITEM 035-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The basic tools that are needed for general home repair and maintenance are:

___1. Crosscut saw

___2. Files

___3. Small screwdriver

___4. Medium screwdriver

___5. Adjustable wrench

___6. Hand drill and bits

___7. Flexible rule

___8. Pliers

___9. Hammer

___10. Pipe wrench

___11. Awl

___12. Sharpening stone

COMPETENCY 036: Evaluate housing exterior from the standpoint of style, construction techniques and materials used.

TEST ITEM 036-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following building materials would probably be least expensive?

___a. Brick

___b. Stone

___c. Wood

___d. Stucco

TEST ITEM 036-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) in the blank by those statements that are True regarding exterior construction features of a house.

___1. All brick homes are energy efficient

___2. You can tell how energy efficient a house is by its outside appearance

___3. Selection of building materials is affected by geographical location

TEST ITEM 036-00-03

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The top part of the basement is above ground in the _____ style.

___a. Ranch

___b. Hillside ranch

___c. Raised ranch

___d. Split-level

TEST ITEM 036-00-04

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The Dutch Colonial style:

___a. Was first built in Holland

___b. Has a gable roof

___c. Has dormers in the second story

___d. All of the above

TEST ITEM 036-00-05

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

The Mansard roof is typical of _____ influence.

___a. French

___b. Dutch

___c. Swedish

___d. English

COMPETENCY 036: Evaluate housing exterior from the standpoint of style, construction techniques and materials used.

TEST ITEM 036-00-06

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A Cape Cod house:

___a. Is small and symmetrical

___b. Has 1½ stories

___c. Has a gable roof

___d. All of the above

TEST ITEM 036-00-07

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A lean-to section is characteristic of the _____ style house.

___a. Cape Cod

___b. Dutch Colonial

___c. Federal

___c. Saltbox

TEST ITEM 036-00-08

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A typical feature of the Garrison Colonial style house is:

___a. A gambrel roof

___b. A belvadere

___c. An overhanging second story

___d. Gingerbread trim

TEST ITEM 036-00-09

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

A rambling one story house with no interior stairs and usually occupying a relatively large land area is called a:

___a. Split-level

___b. Colonial

___c. Saltbox

___d. Ranch

TEST ITEM 036-00-10

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

One reason wood is a popular exterior building material is that it is:

___a. Often less expensive than other materials

___b. Relatively fireproof

___c. The most effective insulator

___d. Unaffected by weather conditions

COMPETENCY 037: Explore career opportunities related to providing and maintaining housing.

TEST ITEM 037-00-01

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following would be of least importance in choosing a career?

___a. Interest

___b. Ability

___c. High salary

___d. Preparation

TEST ITEM 037-00-02

INSTRUCTIONS TO STUDENTS: Place an (x) beside the correct response.

Which of the following characteristics is important for you if you plan to enter into a career in housing?

___a. The ability to understand people

___b. A sense of design

___c. The ability to work well with people

___d. All of the above

TEST ITEM 037-00-03

INSTRUCTIONS TO STUDENTS: Match the following terms and definitions. Write the letter of the term in the blank beside the corresponding definition.

___1. Prepares working drawings from an architect's sketches

___2. Plans the placement of trees, shrubs, walkways and open areas around buildings

___3. Is concerned with the design of equipment for plumbing and heating

___4. Studies the working drawings and determines how much the building will cost in materials, labor and overhead

___5. Puts up the wooden framework in buildings and installs windows, doors and cabinets

a. Estimator
b. Landscape Architect
c. Electrical Engineer
d. Drafter
e. Mechanical Engineer
f. Surveyor
g. Carpenter
h. Mason

TEST ITEM 037-00-04

INSTRUCTIONS TO STUDENTS: Column A lists home interiors and related job fields. Column B gives the approximate training needed. Place the correct letter in the blank beside the job.

___1. Upholstery helper

___2. Interior designer

___3. Clerk in household department of a store

___4. Journeyman

___5. Drapery helper

a. High school education
b. On-the-job training
c. Four-year college degree

TEST ITEM KEYS

001-00-01

d.

001-00-02

a. Balconies
b. Pools
c. Clubhouses
d. Spas

001-00-03

a.
b.
c.
d.

002-00-01

1. Machine carving - result - more highly ornately carved furniture
2. Development of plastic - result - less expensive, curved designs, etc.
3. Solar heating - result - homes and furnishings designed to take full advantage of solar

002-00-02

a. Kitchen
b. Family room
c. Study

002-00-03

a. Back splasher kitchens
b. Kitcher cabinets
c. Bathroom fixtures
d. Bathroom walls
e. Window frames

002-00-04

Easier to care for
Lasts longer

003-00-01

1. e.
2. g.
3. f.
4. h.
5. c.
6. b.
7. d.
8. j.
9. a.
10. i.

003-00-02

5.

003-00-03

a.

003-00-04

b.

003-00-05

b.

003-00-06

1. a.
2. b.
3. b.
4. a.
5. b.
6. a.
7. b.
8. a.
9. a.
10. a.

003-00-07

1. b. pp
2. g. pp
3. h. ee
4. c. pp
5. i. ee
6. d. ee
7. e. pp
8. f. pp
9. a. ee

003-00-08

c.

003-00-09

c.

003-00-10

d.

003-00-11

b.

003-00-12

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

004-00-01

Primary - found in nature
Secondary - combine primary colors
Tertiary - combine primary and secondary

004-00-02

Monochromatic - all 1 value - navy, light blue
Complementary - opposites - red and green
Analogous - neighboring - orange, yellow orange, yellow

004-00-03

Dark - smaller
Light - larger

004-00-04

1. F
2. T
3. T
4. T
5. T
6. T
7. F

004-00-05

a.
d.

004-00-06

b.
c.

004-00-07

1. d.
2. a.

004-00-08

b.

004-00-09

1. d.
2. c.
3. e.
4. a.
5. b.

004-00-10

b.

004-00-11

d.

004-00-12

d.

004-00-13

d.

004-00-14

c.

004-00-15

1. d.
2. b.
3. f.
4. c.
5. a.
6. e.
7. g.
8. h.

005-00-01

1. a.
2. c.

005-00-02

2.

005-00-03

1. c.
2. a.

005-00-04

1. b.
2. d.
3. c.
4. a.
5. e.

005-00-05

1. a.
2. a.

005-00-06

1. e.
2. f.
3. b.
4. a.
5. d.

005-00-07

1.
2.
3.
4.
5.

005-00-08

1. b.
2. b.
3. a.

005-00-09

a.

005-00-10

b.

005-00-11

c.

006-00-01

4.

006-00-02

4.

006-00-03

a. Horizontal = restfulness, serenity, repose
b. Vertical = dignity, strength, discipline
c. Curved = graceful, yough, gaiety, feminine
d. Diagonal = action, excitement, distress, movement

006-00-04

1. c.
2. d.
3. a.
4. a.

006-00-05

1. e.
2. h.
3. a.
4. c.
5. l.
6. n.
7. b.
8. k.
9. j.
10. c.
11. f.
12. g.

006-00-06

1. Venetian blind
2. Shutters
3. Match stick
4. Austrian
5. Bubble
6. Roller

006-00-07

1. Center jabot
2. Lambrequin
3. Cornice
4. Pinched or French pleats
5. Boxed pleat
6. Swag
7. Austrian valance
8. Cartridge pleat
9. Side jabot
10. Valance

006-00-08

1. c.
2. b.
3. a.

006-00-09

1.
4.

006-00-10

4.

007-00-01

1. T
2. T
3. T
4. F
5. T
6. T

007-00-02

a.

007-00-03

1. c.
2. c.
3. c.

007-00-04

a.
b.
c.
d.
e.

008-00-01

a. Friends/family
b. Flea markets
c. Department
d. Furniture store
e. Auctions
f. Outlet stores

008-00-02

1.
2.
3.
4.
5.

008-00-03

a. thru h.

008-00-04

b.
c.
d.
e.
f.
i.
j.
k.

008-00-05

1.
2.
3.
5.
7.

008-00-06

1. thru 7.

009-00-01

1. b.
2. c.
3. a.

009-00-02

1. b.
2. e.
3. a.
4. d.
5. c.

009-00-03

b.

009-00-04

a. 3.
b. 6.
c. 9.
d. 1.
e. 4.
f. 7.
g. 2.
h. 8.
i. 5.

009-00-05

a.

009-00-06

d.

009-00-07

a.

009-00-08

d.

009-00-09

d.

009-00-10

d.

009-00-11

b.

009-00-12

c.

009-00-13

a. Foam
b. Fiberfill
c. Burlap
d. Coil springs
e. Convoluted spring

009-00-14

a.

009-00-15

c.

009-00-16

A. Corner Block
B. Dove Tail
C. Tongue and Groove
D. Butt
E. Double Dowel
F. Mortise and Tenon

1. C.
2. D.
3. E.
4. A.
5. F.
6. B.

010-00-01

a.

010-00-02

b.

010-00-03

a.

010-00-04

a.

010-00-05

1.
2.
3.
4.
5.
6.
7.

010-00-06

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

010-00-07

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

010-00-08

4.

011-00-01

Fire-resistant

011-00-02

c.

011-00-03

c.

011-00-04

1. U
2. D
3. D
4. U
5. U
6. D
7. U
8. U
9. U

011-00-05

1. F
2. F
3. I
4. I

011-00-06

a.

011-00-07

1. b.
2. d.
3. a.
4. e.

012-00-01

1. T
2. T
3. F

012-00-02

b.

012-00-03

c.

012-00-04

b.

013-00-01

a.

013-00-02

a.

013-00-03

a.

013-00-04

d.

013-00-05

a.

013-00-06

d.

013-00-07

b.

013-00-08

c.

013-00-09

2.
4.
5.
6.

013-00-10

1. b.
2. f.
3. d.
4. d.
5. d.

013-00-11

1.
4.

013-00-12

1.

013-00-13

1.

014-00-01

1.
2.
3.

014-00-02

d.

014-00-03

a.

015-00-01

d.

015-00-02

e.

015-00-03

1. T
2. T
3. T
4. T
5. T

016-00-01

1. Keep doors locked at all times
2. Have a viewer inserted in front door
3. Replace spring-bolt locks with dead-bolt locks
4. Close and lock windows
5. Use monitors so lights are on from dusk to dawn

016-00-02

c.

016-00-03

Value
Desirability

016-00-04

1.
2.
3.
4.
5.
6.
9.
10.

017-00-01

1. a.
2. a.
3. a.
4. a.
5. b.
6. a.
7. a.

017-00-02

1. d.
2. b.

D17-[illegible]-03

1. F
2. T
3. T
4. T
5. T
6. T
7. T
8. F
9. F
10. F

D17-00-04

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. F
9. T
10. T
11. T
12. F

D17-00-05

1.
2.

D17-00-06

1.
2.
3.
6.
7.
9.
10.

D17-00-07

b.

D17-00-08

c.

D17-00-09

b.

D17-00-10

a.

D17-00-11

1. T
2. T
3. T
4. T

D17-00-12

a.

D18-00-01

b.

D18-00-02

b.

D18-00-03

c.

D18-00-04

b.

D18-00-05

1. c.
2. c.
3. c.
4. c
5. c.
6. c.

D18-00-06

1.
2.
4.
5.
7.
8.

D18-00-07

1. c.
2. b.
3. a.
4. d.

D19-00-01

a.

D19-00-02

a.

D19-00-03

c.

D19-00-04

1. T
2. T
3. T

D19-00-05

c.

D20-00-01

d.

D20-00-02

d.

D21-00-01

d.

D21-00-02

c.

D21-00-03

a.

021-00-04

d.

021-00-05

a.

021-00-06

c.

021-00-07

d.

021-00-08

f.

022-00-01

d.

022-00-02

b.

022-00-03

d.

022-00-04

c.

022-00-05

b.

023-00-01

d.

023-00-02

b.

023-00-03

b.

023-00-04

c.

023-00-05

b.

024-00-01

a.

024-00-02

c.

024-00-03

a.

024-00-04

d.

024-00-05

e.

024-00-06

e.

024-00-07

b.
c.
d.

024-00-08

a.
c.
d.

024-00-09

2.
4.
5.

025-00-01

1. T
2. T
3. F
4. T
5. T

025-00-02

b.

025-00-03

d.

025-00-04

a.

025-00-05

a. 7.
b. 4.
c. 3.
d. 2.
e. 1.
f. 5.
g. 6.

025-00-06

a.

025-00-07

a.

025-00-08

d.

025-00-09

d.

025-00-10

a.

025-00-11

b.

026-00-01

b.

026-00-02

1. Heating
2. Cooling
3. Insulation
4. Insulating windows
5. Smoke detectors
6. Humidifiers
7. Soap dispensers

026-00-03

Private areas near bathrooms and bedrooms

026-00-04

a.

026-00-05

1.
2.
3.

026-00-06

a.
c.
d.

026-00-07

c.

027-00-01

a.
b.
c.
d.

027-00-02

3.

027-00-03

b.

028-00-01

1. thru 8.

028-00-02

b.

028-00-03

d.

028-00-04

a.

029-00-01

d.

029-00-02

d

029-00-03

1. Fire
2. Theft
3. Storm
4. Vandalism
5. Structural collapse
6. Landslides and falling objects

029-00-04

Personal liability insurance

029-00-05

1. b.
2. a.
3. c.
4. b.
5. a.
6. b.
7. b.
8. b.
9. b.
10. a.
11. b.
12. b.
13. c.
14. b.

030-00-01

d.

030-00-02

2.

030-00-03

a.

031-00-01

1. d.
2. c.
3. e.
4. b.

031-00-02

c.

031-00-03

a.

031-00-04

c.

031-00-05

b.

031-00-06

1. b.
2. b.
3. a.
4. a.
5. b.
6. a.
7. b.

032-00-01

d.

032-00-02

1.
2.
3.
4.

032-00-03

Number of users
Space

032-00-04

Kitchen
Bathroor

033-00-01

d.

033-00-02

d.

033-00-03

1.
2.
3.

034-00-01

b.

034-00-02

a.

034-00-03

c.

034-00-04

a.

034-00-05

b.

034-00-06

d.

034-00-07

b.

034-00-08

d.

034-00-09

c.

035-00-01

Washer

035-00-02

Auger

035-00-03

Straight - blade screwdriver
Phillips screwdriver

035-00-04

3.
4.
6.
7.
8.
9.
10.
11.

036-00-01

c.

036-00-02

1.
3.

036-00-03

c.

036-00-04

c.

036-00-05

a.

036-00-06

d.

036-00-07

d.

036-00-08

c.

036-00-09

d.

036-00-10

a.

037-00-01

c.

037-00-02

d.

037-00-03

1. d.
2. b.
3. e.
4. a.
5. g.

037-00-04

1. b.
2. c.
3. a.
4. b.
5. b.

# RESOURCES

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